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ABSTRACT

An annual state-by-state survey of censorship and other challenges to public education is covered in this report that is intended to provide a representative snapshot of the incidents, not a comprehensive picture. Two types of activity are listed: "challenges to instruction"--attempts to remove or restrict literature, instructional materials, activities, and programs currently part of the school curriculum--and "other incidents." This second category includes incidents illustrating other pressures being brought to bear on the schools, among them, attacks on programs and curricular materials under consideration for adoption, activities that raise church-state separation issues, and controversies dealing with freedom of the press for student newspapers. The report found that 244 incidents occurred in 39 states and every region of the country. The survey produced six main findings: (1) attacks continue to esculate against materials that are not required reading; (2) there was a resurgence of Far Right activity, primarily in the West; (3) the sectarian campaign to water down the teaching of evolution continues; (4) swear words, satanism, and sex in books were used to justify their removal from the school; (5) sex education and Acquired Immune Deficiency Syndrome (AIDS) instruction continue to come under attack; and (6) when schools are prepared for attack, censors' success rates drop. State-by-state incidents reports comprise the majority of the document. (DB)

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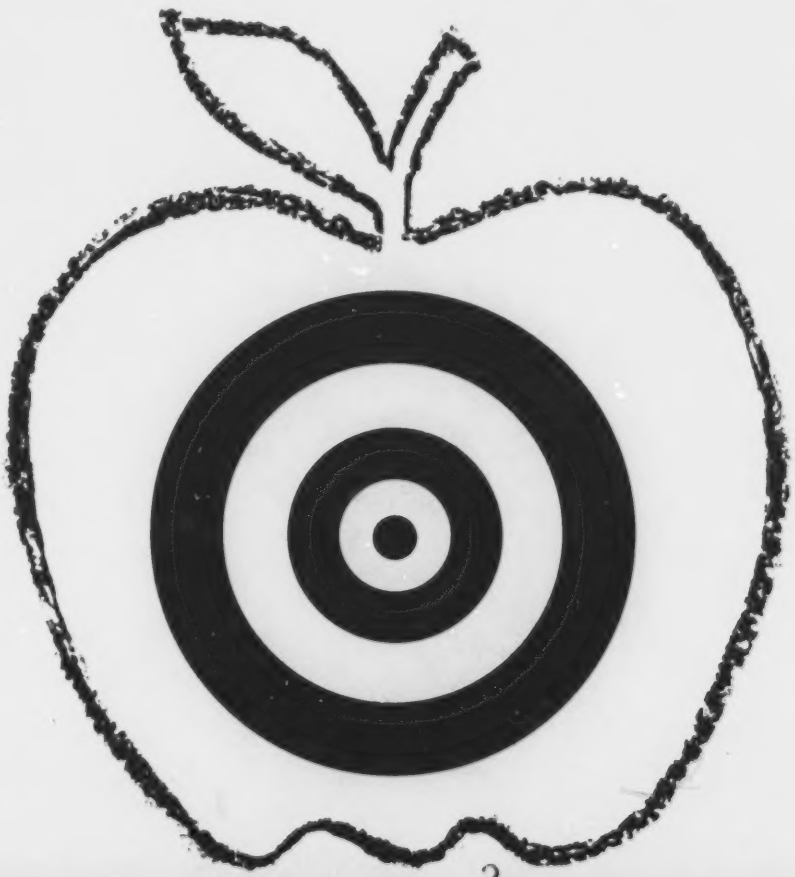
ATTACKS
ON THE FREEDOM TO LEARN

PEOPLE FOR THE AMERICAN WAY
1989-1990 REPORT



People For the American Way is a 290,000-member nonpartisan constitutional liberties organization.

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ATTACKS ON THE FREEDOM TO LEARN
1989-1990 REPORT

EXECUTIVE SUMMARY

This 1989-1990 edition of People For the American Way's ***Attacks on the Freedom to Learn*** is our eighth annual survey of censorship and other challenges to public education. The report is based on research by People For staff, including surveys of teachers and librarians, interviews with those involved in the incidents and news reports from around the country. It is intended to provide a representative snapshot of incidents, not a comprehensive picture.

As the title suggests, this report focuses exclusively on attacks on our nation's public schools. In it, we list two types of activity: "challenges to instruction" -- attempts to remove or restrict literature, instructional materials, activities and programs currently part of the school curriculum -- and "other incidents." This second category includes incidents illustrating other pressures being brought to bear on the schools, among them, attacks on programs and curricular materials under consideration for adoption, activities that raise church-state separation issues, or controversies dealing with freedom of the press for student newspapers.

The report found:

- Two hundred forty-four incidents occurred in 39 states and every region of the country. Attempts to censor books, programs and topics in public schools remains a widespread, persistent problem. California, with 70 incidents, had more activity than any other state.

- Attacks continue to escalate against materials that are not required reading: school library books and books on optional and supplemental reading lists. These attacks account for nearly half of the challenges to instruction.

- There was a resurgence of Far Right activity, primarily in the Western region of the country. The principal target was the popular "Impressions" elementary school reading series, published by Holt, Rinehart and Winston.

- Additionally, the Far Right has not given up on its sectarian campaign to water down the teaching of evolution, the cornerstone of modern biology, with Creationism, the Biblical account of the origins of the earth.

- The three most frequent objections offered by those who sought to

have materials removed from the schools were that books contained "offensive" language, that materials -- ranging from peace signs to T-shirts to books -- "promoted" Satanism, witchcraft, or the occult and that materials contained sexual situations or references.

- Instruction about AIDS and sex education continued to be a source of controversy in schools.

- After years of both increasing activity *and* increasing effectiveness, the censors' success rate in the 1989-90 school year dropped. Materials were banned or restricted in just under one-third of the challenges to instruction -- still a disturbing rate of success, but considerably better than last year's near 50 percent rate. The drop in the censors' effectiveness was directly attributable to school systems' increasing preparedness for such attacks.

INTRODUCTION

People For the American Way began monitoring textbook censorship in the early 1980s in response to the sudden emergence of a vocal, focused and organized Far Right and Religious Right effort to remove a range of teaching materials from the nation's schools. Calling public school curricula the equivalent of "child abuse in the classroom," and urging parents to discourage their children from attempting to excel in the classroom, these forces leveled a broad array of charges and, most important, succeeded all too frequently.

Today, eight years after we began tracking these attacks, national Far Right organizations appear to have concentrated their efforts on the states and issues where they can have the greatest impact —Texas and California, for example. But the Far Right "wrote the book" on attacks on the freedom to learn, and their tactics and rhetoric appear everywhere, even though local activists are not always directly affiliated with national Far Right organizations.

This current wave of challenges must be viewed in the context of the larger struggle over ideas and expression now being exploited by the Far Right -- a struggle some have called a "cultural civil war." The visual and performing arts are under fire in the controversy over the National Endowment for the Arts. Motion pictures and television programs are targeted by such Religious Right leaders as Mississippi minister Don Wildmon. Music lyrics are being scrutinized for possible government-mandated content-labeling.

While the specific targets in the public schools differ from the artistic targets under challenge outside the schools, attacks are inspired by precisely the same conviction that ideas are dangerous. For the attackers of school topics and materials, as for the attackers of free expression outside the schools, the proposed solutions to the problems

they cite are the same: restrictions on what can be seen, heard or taught.

It is the diversity of our society that the Far Right and its adherents find threatening, and they respond by attempting to impose on America a sectarian-based homogeneity. In the case of public education, they do not view the classroom as a forum for a vigorous and healthy clash of views and ideas. They dismiss the need to teach students to analyze, evaluate and make principled choices. They prefer that schools narrowly enforce parental and Scriptural authority by teaching simple right/wrong answers to complex questions; by condemning, rather than understanding and accepting, those who behave and believe differently; and by instilling in children an unquestioning acceptance of received wisdom, rather than a sense of curiosity and wonder. This is the philosophy that underlies many of the incidents described in this report.

1989-1990 FINDINGS

FINDING ONE: Censors Active Nationwide

Incidents were documented in 39 states and every region of the country in 1989-90. Our researchers counted 191 incidents of attempted censorship and 53 other incidents, for a total of 244 attacks on the freedom to learn.

The Western region of the country (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming), with 114 incidents, was the most active. California, with 70 incidents, far outpaced any other state this year, due, in large measure to the presence of three Religious Right organizations focused on public education: Citizens for Excellence in Education (CEE), Christian Educators Association International (CEAI) and the Traditional Values Coalition (TVC). Much of the activity in California was in the form of Far Right-inspired controversies over the "Impressions" reading series (see page 4), and the state was also the site of a high-stakes battle over the teaching of evolution (see page 6).

The Southern region of the nation (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia) had 57 incidents. The Midwestern region (Illinois, Iowa, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin) had 39 incidents, and the Northeastern region (Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont) had 34 incidents.

FINDING TWO: Attackers Take Broad Aim

Would-be censors frequently mask their efforts as reasonable exercises of parental authority. But our research contradicts this claim. Censors are rarely content to restrict materials for just their children, insisting instead on restricting all children's access to challenged materials.

For example, censors are not generally interested in compromises or special arrangements structured to permit their own children to use alternative materials. The 1989-90 school year saw more schools instituting "opt out" policies to permit students to be excused from instruction to which their parents objected. Likewise, more teachers were willing to give alternative assignments to students whose parents requested them. But in the vast majority of incidents reported in the pages that follow, when attackers took aim at teaching materials, they sought to remove them from the schools altogether.

Similarly, for the second year in a row, attackers took increased aim at materials that were *not* required reading: library books and books on optional or supplemental reading lists. These challenges accounted for nearly half of all challenges to instruction.

Attacked library books this year included *The Hobbit* by J.R.R. Tolkien, *Where the Sidewalk Ends* by Shel Silverstein, *The Color Purple* by Alice Walker, *To Kill A Mockingbird* by Harper Lee, *Blubber* by Judy Blume, *In the Night Kitchen* by Maurice Sendak and the short stories of Rudyard Kipling.

FINDING THREE: The Resurgent Far Right

The 1989-90 school year witnessed a resurgence of Far Right activity, primarily in the Western region. Their principal targets: the "Impressions" elementary reading series and the teaching of evolution.

The "Impressions" Controversy

"Impressions" is a K-6 literature-based reading series published by Holt, Rinehart and Winston (now owned by Harcourt, Brace Jovanovich). Produced in Canada, the series is in use mostly in the western United States, but it is marketed nationally and approved for use by school districts in Florida. The series contains stories, poems and literary excerpts, including pieces by Martin Luther King, Jr., C.S. Lewis and Laura Ingalls Wilder.

People For the American Way first cited the controversy over the series in the 1987-88 school year, when challenges surfaced in several communities in Washington and Oregon. Objectors claimed that "Impressions" had "overtones of witchcraft, mysticism and fantasy"

and "persistent themes of rebellion against parents and authority figures." Others argued that the series was depressing and violent, while still others complained about the Canadian origins of the series.

Teachers and children in the Washington communities of Gig Harbor and Oak Harbor, however, were enthusiastic about the series, which had been carefully selected after a thorough overhaul of the reading curriculum and an evaluation process that provided ample opportunity for community involvement. After protracted battles, in which repeated compromise offers from the school systems were rejected by "Impressions" opponents, the series was retained.

In Troutdale, Oregon, where "Impressions" was under consideration for adoption, the books never made it into the classroom. After being besieged by letters, protests and testimony from opponents of the books, the school board rejected the series.

In 1990, California approved for use a new version of "Impressions," one from which many of the stories previously under attack had been removed. Under California law, local districts select which books they will use from a list of state-approved materials. This local selection process was -- and remains -- the stage for a remarkable statewide campaign to ban the series.

"Impressions" has come under attack in at least 18 school districts since the state approved it for local consideration. Three districts removed the series from the schools entirely after initially approving it, and two removed it from pre-approval pilot programs. Eleven districts reviewed the series and voted to keep the books. The remaining two districts are still deciding how to handle the objections.

Three national Religious Right groups are active in the California controversies: the Christian Educators Association International (CEAI), Citizens for Excellence in Education (CEE, an affiliate of the National Association of Christian Educators) and the Traditional Values Coalition (TVC). Their campaign has been systematic and unrelenting. Robert Simonds, President of CEE, has declared "war" on the series and urged its 300 local CEE chapters around the country to demand removal of the books wherever they are in use. CEE, whose stated objective is to "restore schools to the control of the Christian community," has long been active in textbook challenges. Rev. Lou Sheldon, head of the Traditional Values Coalition and a Creationism advocate, urged parents in one community to fight "Impressions" by trying to "disgrace" school officials.

Two of these groups, CEAI & CEE, mounted a highly publicized effort to remove the series from schools in Redondo Beach, California. After a lengthy and thorough review, the local school board voted unanimously to retain the series.

The 1989-90 "Impressions" controversy was not restricted to California. Two districts in Washington state faced down objections to the series during their textbook adoption process, and the books were removed from classrooms in Coeur d'Alene, Idaho, after a protracted fight. In Coeur d'Alene, a local group called Citizens for Quality Education (CQE) campaigned for removal of the books, using the litany of objections developed by the California organizations. After first reviewing the series and voting to keep the books in their schools, the school board reversed its decision in an unannounced late-night vote. According to local news reports, the chairman of the school board made an agreement with the head of CQE, the pastor of a local Nazarene Church. In return for removal of the "Impressions" series, according to the reports, CQE promised to refrain from other attacks on the curriculum.

At this writing, the Dixon, California school system is in court over the series, three other communities face possible legal action over "Impressions," and a recall petition targeting school board members who voted in favor of using "Impressions" has been circulated in three districts.

One Winters, California parent offered the following observations on the controversy:

> The stories are literate, interesting and multicultural. The illustrations are excellent. The books encourage reading and thinking. This is a problem? We all wish to protect our children. I wish to protect my daughter from a lowest-common-denominator education. I wish to protect her from a school system that might choose boring books in order to placate a vocal minority. I want her to be excited and challenged by school.

FINDING FOUR: Creationism Controversy Bubbles Over

The state textbook adoption processes in Texas and California offer a forum for the continuing controversy over the teaching of evolution. Because these two states dominate the lucrative textbook market, books developed for sale in Texas and California are then sold, with little or no modification, to the rest of the country. As a result, the idiosyncracies of textbook development and purchasing in these two states exert a powerful influence on science instruction throughout the country.

Through the years, these textbook selection processes have been the scene of intensive campaigns by Religious Right activists to include the teaching of Creationism -- the Biblical account of the Creation of the earth -- in biology texts. Educators and scientists, on the other hand, have confronted the Religious Right, on the grounds that Creationism is scientifically insupportable and that its inclusion in science texts undercuts the teaching of evolution, the cornerstone of modern biology.

In 1989, the Texas Board of Education issued criteria for the development of new science textbooks for use in the state that, for the first time, required discussion of evolution in the texts. The Creationist lobby, however, headed by Mel and Norma Gabler, veteran textbook censors and Creationism proponents, joined by activists from Citizens for Excellence in Education (CEE), pressured the Commission into weakening its stand on evolution. In an eleventh-hour amendment, the Commission added a qualifying phrase requiring the books to include, alongside coverage of evolution, discussion of "other valid scientific theories, if any."

In July, 1990, the Texas Textbook Commission convened hearings to consider the books developed along those new guidelines. To gauge the lingering impact of the Creationism/evolution battle, People For the American Way and the National Center for Science Education reviewed the textbooks submitted for consideration in Texas. The news was good: all of the books submitted by publishers provided solid coverage of evolution. That finding represented a dramatic turnaround by comparison to the texts submitted for review in 1985.

The restoration of evolution to its proper place as the unifying theory of the life sciences in the books led the Creationists to demand that the books be changed, or rejected. The final selection of books in November, 1990 will be the next Creationism/evolution battleground.

In California, a similar battle unfolded over the science curriculum guidelines issued by the State Board of Education. The Reverend Louis Sheldon, head of the Traditional Values Coalition (TVC), and Robert Simonds, President of Citizens for Excellence in Education (CEE), organized a massive lobbying campaign to urge the Board to include Creationism and dilute the treatment of evolution. The Reverend Sheldon, claiming to represent a coalition of more than 6,000 churches, organized a media blitz around the state and armed his local supporters with an "Evolution/Creation Packet" for lobbying.

People For the American Way, the National Center for Science Education, scientists, educators, parents and clergy launched an intensive campaign to demonstrate to the Board that the majority of Californians want strong science education, free of religious dogma, in their schools. As in Texas, last-minute concessions were made to the Creationists, but the final guidelines contained a clear commitment to evolution. The Reverend Sheldon subsequently filed a lawsuit challenging the science guidelines on procedural grounds and has vowed to carry the fight into local school districts, where final textbook selection decisions will be made.

At the local level, Creationism controversies arose in communities from Florida to Colorado. Most of these incidents involved efforts to

undermine the teaching of evolution or to require science teachers to "balance" their discussion of evolution with information on "Creation science."

While many schools hold fast against demands to incorporate Creationism in science instruction, these controversies are clearly weakening science instruction in some communities, where science teachers have abdicated responsibility for presenting evolution clearly and unequivocally. This problem is exemplified in the comments of several educators from Butler County, Ohio, where one school official summed up the approach taken in the county's nine districts: "We don't really espouse the theory of evolution.... We suggest to students to make that decision in their own minds." Another official echoed this position: "We don't openly approach the subject [of evolution]. We just touch on the fact that it's a theory. We leave it open for the students to make their own individual decisions."

FINDING FIVE: Swear Words, Satanism and Sex

In the eight years People For the American Way has monitored attacks on the freedom to learn, we have observed a curious phenomenon: year in and year out, the targets of attack remain relatively constant; it is the grounds for assault that change.

Three years ago, "secular humanism" was the rallying cry of the censors. It was a label applied to all manner of instructional materials, ranging from special education classes to reading curricula. But in 1987, when a high-profile lawsuit alleging secular humanism was defeated, charges of secular humanism abated and new "buzz words" were found to justify complaints.

The three most frequent objections in the 1989-90 school year were that materials included "offensive" language, that they promoted, according to censors, Satanism, witchcraft and the occult, or that they included sexual situations or references.

Once again, familiar literary classics like John Steinbeck's *Of Mice and Men* and J.D. Salinger's *The Catcher in the Rye* headed the list of the most frequently challenged books, attacked for containing "offensive" language.

In Boron, California, an opponent of *Catcher* took a quantitative approach to evaluating offensiveness: "It uses the Lord's name in vain 200 times. That's enough reason to ban it right there." Before using *Catcher*, the teacher had notified parents about the book and offered alternative assignments to any student who wanted them. Five students, of more than 100, requested and received alternative assignments. But the book was removed from the high school language arts

reading list in response to a complaint from a parent who had read neither the book nor the parent notification letter. Four school board members—two of whom had not read the book and one who "didn't care one way or the other"—voted to remove the book from the supplemental reading list.

Other materials accused of containing offensive language included Maya Angelou's *I Know Why the Caged Bird Sings*, Shakespeare's "Romeo and Juliet," Mark Twain's *The Adventures of Huckleberry Finn*, E.L. Doctorow's *Ragtime*, the young adult fiction of Judy Blume and the short stories of Edgar Allan Poe. As was the case in Boron, the charge of "offensive language" was usually leveled in ignorance of the content of the book and in total disregard for the literary context and merit of the material.

Challenges to material on the grounds that it promoted Satanism, witchcraft and the occult continued to multiply. This year it was the stated reason for attacks on materials ranging from peace signs to black T-shirts to books. Some of the attacks reflected nothing more than overly literal interpretations of materials clearly intended as fantasy or imaginative literature. But the breadth of materials labeled "Satanic" suggested that many of the attackers, in order to accomplish their narrower goals, exploited the widespread worry about the possible involvement of young people in Satanic or cult activities.

Virtually every attack on the "Impressions" reading series accused the books of teaching Satanism or witchcraft (see page 4).

In Mobile, Alabama, a parent complained that J.R.R. Tolkien's *The Hobbit* promoted Satanism and demanded its removal from a junior high school library. The parent admitted that she had not read the book but had objected because she was told by her church that the book was "Satanic." According to a school official, "There is a continual problem with fundamentalist teachers and parents wishing to have all fantasy and books on the occult removed."

In Wilton Manors, Florida, parents objected to a play, "In Quest of the Banjo Man," written by two teachers and a PTA president for production by elementary students. The play was intended to reinforce a year-long emphasis on geography and other cultures in the school, but the complaining parents saw evil influences at work. For example, they objected that the main character visited 33 countries. Since twice 33 is 66 and since 666 is "the devil's number," the play, they argued, was Satanic. Although two review committees pronounced the play acceptable, the school year expired before it could be staged.

In several communities in Texas, school officials prohibited students from wearing jewelry, clothing, or symbols thought to be associated with Satanism, including the color black, peace signs, triangles and

the circumscribed Star of David. In Pasadena, students wearing T-shirts with peace signs were sent home to change their clothes. One exasperated 12-year-old observed, "If they ban peace signs, they'll have to ban basic geometry because of all its lines and circles."

A third commonly cited objection was to sexual references in literature. This complaint was leveled against a number of classics in the 1989-90 school year, including John Steinbeck's *Of Mice and Men*, Maya Angelou's *I Know Why the Caged Bird Sings* and Alice Walker's *The Color Purple*. In the main, the objectors took little or no account of the context in which certain "objectionable" scenes took place. In Monroeville, New Jersey, a parent complained that *Webster's Intermediate Edition Dictionary*, kept on a teacher's reference shelf in a fourth-grade classroom, contained sexually explicit definitions. The dictionary was removed from the classroom.

In addition to these three most common complaints, objectors leveled a variety of other charges as well. In Laytonville, California, a community in which timber is the major industry, *The Lorax*, a children's book by Dr. Seuss, was challenged for being "anti-logging." In Montgomery County, Maryland, *Amos Fortune, Free Man* by Elizabeth Yates was removed from the fifth-grade language arts curriculum when a parent complained that the book contained racist language. After a protest from parents who defended the book's message of empowerment, the superintendent restored the book to the curriculum. *Little Red Riding Hood* came under attack in Empire and Culver City, California, elementary schools because of a depiction of the grandmother drinking wine. In both communities, the book was restricted.

FINDING SIX: Sex Education, AIDS Instruction Under Attack

School districts across the country continue to grapple with the complex issues of instruction about AIDS and sex education. As a rule, most districts invite considerable community participation in the process of developing and implementing programs on these topics, but this process does not always result in consensus or acceptance. In some communities, a vocal minority demands that the schools avoid these topics altogether or teach them in ways that conform to their specific religious or moral ideology. In most instances, objections focus on the discussion of homosexuality, contraception and abortion.

In Alabama, Phyllis Schlafly's Eagle Forum worked to undermine health education in the public schools, attacking specific optional readings as well as the overall health education program. Eagle Forum members claimed such instruction was "invasive" and undermined "family autonomy" and "parental authority." In Buffalo, New York, demands for the removal of three books on teenage pregnancy from a high school library were brought by a school board member who complained that they mentioned abortion and Planned Parenthood, which

he compared to a "Nazi death camp."

In Beaufort County, South Carolina, community pressure prompted the local school board to reverse the selection by a district committee of parents, community members, educators and clergy of a state-approved high school sex education course called Education in Sexuality. Opponents of this course lobbied for the adoption of Sex Respect, an abstinence-only curriculum aimed at sixth-graders and promoted by the Eagle Forum.

The series had already been rejected by the state, but, abandoning its own community involvement process, the school board adopted Sex Respect in the face of widespread public protest, organized appeals for reconsideration and testimony that the program was neither accurate nor comprehensive. One high school student called Sex Respect "sophomoric even for sophomores" and said it would be "laughed out of the classroom." Others argued that it consisted of "insulting misinformation." Some 35 percent of the district high school students have chosen not to participate in the program, in contrast with normal opt-out rates of one to two percent in other sex education programs.

FINDING SEVEN: Schools' Preparation Causes Drop in Censors' Success Rate

Since we began reporting on attacks on the freedom to learn, school systems have grown increasingly prepared for the challenges. Perhaps in response to People For the American Way's urging, more and more systems have developed written procedures for dealing with challenges to school materials. Such procedures have consistently proved to be of great value in ensuring that challengers are given their fair say and that challenged materials are examined on their merits.

The absence of such policies makes room for panic when a complaint is lodged and can lead all too easily to book banning. In an effort to stifle controversy, school officials are often tempted to remove the materials hastily and hope that the problem will go away.

Review policies serve as a brake on the panic that can result from a challenge and give the benefit of the doubt to the original selection process that put the material in the school in the first place. With minor exceptions, materials are placed in schools not randomly, but for sound educational reasons: because they support the educational objectives a community has set for its students. Books and other instructional materials are usually chosen according to specific criteria, including congruence with the curriculum, age-appropriateness, representation of diverse views and subjects, etc. Public schools must carefully husband their fiscal resources, and for that reason, as well as for the educational reasons cited above, school staff are generally thorough and judicious in choosing curricular materials.

This report indicates that review and reconsideration procedures generally affirm the original selection process in the schools. Of the 144 incidents in which review processes were in place and followed, 98 ended in the retention of the challenged materials. Thirty-three incidents resulted in the removal or restriction of materials after review. The remaining 13 incidents have not yet been resolved.

At least in part because of the growing use of such review mechanisms, the 1989-90 school year witnessed the first substantial drop in the censors' success rate in years. In the period covered by this report, censors succeeded in having materials banned or restricted in fewer than one-third of the challenges to instruction. Last year, by way of comparison, the censors succeeded in nearly 50 percent of their challenges. Our researchers reported, not surprisingly, that where schools followed review and reconsideration policies and procedures in addressing challenges, incidents were less likely to result in censorship.

In addition to mechanisms for addressing efforts to remove materials, many districts have developed "opt out" policies that allow students to be excused from specific instruction or assignments, particularly on sensitive subjects like drug and alcohol abuse prevention programs and family life education. Teachers are usually willing to provide alternative reading assignments to students whose parents request them, and many are taking the added precaution of notifying parents before they study materials that have proved controversial. Unfortunately, as this report reveals, in many incidents the request made by the complainant was not simply for some modification of that individual child's program or assignment. Rather, it was a demand that the material in question be denied to *all* students in the school or class.

CENSORSHIP'S SCOPE

From our years of involvement in school censorship, we have come to believe that the vast majority of censorship cases go unreported. Teachers, school administrators and librarians often feel that reporting censorship only encourages the censors. To gauge the validity of this conviction, in March of 1990, People For the American Way's California and Florida offices conducted a unique mail survey of teachers in those two states with active records of censorship.

The results, unfortunately, confirmed our fears. Censorship attempts are far more widespread than indicated in news reports, according to survey respondents, nearly a quarter of whom said that censorship had touched their schools in the last five years. This finding sheds light on the problem of silent censorship and confirms our knowledge that this annual compilation of incidents under-reports the scope of the censorship problem.

Equally disturbing was a second conclusion of the survey: teachers,

often in response to subtle or overt threats from community members or school administrators, are engaging in self-censorship of teaching materials. Nearly 22 percent of the teachers responding to the survey reported that they had decided against using a particular book or teaching a particular topic for fear of the response.

FIGHTING THE CENSORS: CONCLUSIONS AND RECOMMENDATIONS

School censorship is at once persistent and unpredictable. Time and again we have heard parents and school officials exclaim that they are surprised when censorship comes to their communities. But one clear lesson from our annual reporting on the subject is that censorship knows no geographical boundaries.

It is best, therefore, for *every* school district and *every* community to prepare for such challenges. We continue to recommend that school systems develop and observe clear, written guidelines for addressing censorship challenges. The strongest guidelines follow the standards below:

- Guidelines should state that the policy of the school system is not to remove challenged materials during the review process. School administrators should treat materials as "innocent until proven guilty."

- Guidelines should describe explicitly the various steps in the review procedure, the people responsible at each stage, key decision points and any appeal process.

- Guidelines should encourage resolution of complaints at the lowest organizational level -- first with the classroom teacher, then with the principal and so forth through the district hierarchy. The school board should be the court of last resort.

- Guidelines should require that formal, written complaints be filed to trigger the review process. Complainants should be encouraged to read the work and to evaluate their concerns in the overall context of the material rather than in isolation.

- Guidelines should require that review committees have broad representation, including teachers, parents, school administrators and students, and that they focus their evaluation on the educational merit and quality of the challenged material.

Once adequate guidelines are developed, school districts should make certain that all school administrators are aware of and observe them. Our research suggests that this simple step is too often left untaken.

In addition, school systems should publicize the criteria and procedures for initially selecting textbooks and other instructional materials and allow for parental involvement early in the process. Otherwise, parents who have questions may feel that their only recourse is to complain after the books are chosen and in the schools.

In the community, the single best preparation for attacks on the schools is vigilance. In instances where teachers or school administrators are left to battle would-be censors on their own, the chances for censorship increase dramatically. But where schools enjoy the support of their communities, the censors are hard-pressed to prevail. This simple and most democratic of strategies is far and away the best safeguard against censorship.

ALABAMA

CHALLENGES TO INSTRUCTION

Incident: In Lauderdale County, objections to *Changing Bodies, Changing Lives* by Ruth Bell and *The Teenage Body Book* by Charles Wibblesman and Kathy McCoy, optional readings in high school health classes, for being sexually explicit. An Eagle Forum representative labeled the books "invasive" and "inappropriate," claiming they undermine "parental authority, family autonomy." Removal from classroom requested.

Initiator: Parent and members of the Eagle Forum.

Resolution: The Eagle Forum opposed not only the books, but the entire health education unit. The books were not in use at any schools at time of the objection; they were considered resource materials. In response to the complaint, the state superintendent wrote a strongly worded letter to local superintendents urging them not to use either of the two books.

Incident: In Mobile, objections to *The Hobbit* by J.R.R. Tolkein, in junior high school, for promoting Satanism. Removal from reading list and library requested.

Initiator: Parent.

Resolution: The parent complaining about the book had not read it; she had been told by her church that the book was Satanic. The student was given an alternative assignment and the book remained in the library. According to school staff, "There is a continual problem with fundamentalist teachers and parents wishing to have all fantasy and books on the occult removed."

Incident: In Mobile, objection to *Servants of the Devil* by Thomas G. Aylesworth, in high school library, for promoting Satanism.

Initiator: School official.

Resolution: The official removed the book from the library. According to other school staff, he claimed the book had been lost.

Incident: In Mountain Brook School District, objections to meditation, guided imagery, progressive muscle relaxation and diaphragmatic

ALABAMA

breathing used in elementary school self-esteem programs throughout the district for being a "New Age" religion that should not be taught in the schools. Prohibition of those activities requested.

Initiator: Parents.

Resolution: After review by a committee, none of these techniques are allowed in the district curriculum any longer.

OTHER INCIDENTS

Incident: In Montgomery, at state textbook committee hearings to recommend science texts to the Board of Education, a member of Eagle Forum warned against "biased, narrow or misleading" books that treat evolution as fact and omit mention of "intelligent design."

After the hearings concluded, a statewide group, Citizens for Integrity in Science Education, formed to promote an anti-evolution textbook, *Of Pandas and People*. In collaboration with the publisher of *Pandas*, the group insisted that the state textbook committee reconvene to consider the book, a text espousing the tenets of Creationism under the term "intelligent design," for approval as a supplementary science text.

The textbook committee, however, had previously examined *Of Pandas and People* and refused it formal consideration. The committee reconvened and held a public hearing on *Pandas*, but at the last minute the publisher decided to withdraw *Pandas* from consideration. A representative of the publisher claimed that his side was "not given the right to state the issues," nor to present opening and closing arguments and cross-examine speakers. An Eagle Forum representative denounced the failure to approve *Of Pandas and People* as "censorship."

Incident: In Montgomery, objection to "Teenage Health Teaching Modules," a guide to teaching health classes, and "Protecting Oneself and Others," a module about substance abuse, because the material "undermines parental authority, family autonomy and Alabama law."

Initiator: Alabama Eagle Forum.

Resolution: The group has condemned the curriculum as "invasive" and "inappropriate" and wants it removed. The module on drug abuse is currently being rewritten, stressing that underage drinking and drug use are illegal. The module is up for review this year.

ALASKA

No challenges to instruction or other incidents were reported in Alaska in 1989-90.

ARIZONA

No challenges to instruction or other incidents were reported in Arizona in 1989-90.

ARKANSAS

CHALLENGES TO INSTRUCTION

Incident: In Ft. Smith, objections to the Developing Understanding of Self and Others (DUSO) and Pumsy: In Pursuit of Excellence programs, curricula used in elementary school classrooms to help students develop self-esteem and decision-making skills, for containing material that stems "from occult teachings and Eastern mystic religions."

Initiator: Parents.

Resolution: The school board voted unanimously to uphold a review committee's recommendation that the materials be retained in district classrooms.

Incident: In Mena, objections to two stories from the Junior Great Books Series: "Vasilisa the Beautiful," a Russian folktale, and "The Imp in the Basket," by Natalie Babbitt, in an advanced reading program for elementary school students, for containing "violence, voodoo, and cannibalism." Removal from curriculum requested.

Initiator: Parent.

Resolution: A review committee voted to retain the book. When this decision was appealed and brought to the school board, the board also voted to retain the book. Controversy over the stories prompted the school board to require a consent form from parents allowing children to participate in the advanced reading program.

Incident: In Van Buren, objections to the Developing Understanding of Self and Others (DUSO) and Pumsy: In Pursuit of Excellence programs, curricula used in elementary school classrooms to help students develop self-esteem and decision-making skills, for promoting humanism and the New Age movement and failing to include God and religion in the program. Removal requested.

Initiator: Parents.

Resolution: In response to the challenge, the district pulled DUSO and Pumsy from the classroom for several months, while a review committee evaluated the materials and recommended they be retained. The school board voted to uphold the recommendation.

ARKANSAS

Incident: In Watson Chapel, objections to *Of Mice and Men* by John Steinbeck, in use in the tenth grade, for profanity. Removal requested.

Initiator: Parent, with the support of a community church group.

Resolution: The school had no official complaints procedure -- though in the case of *Of Mice and Men* students were given alternative readings if their parents desired -- when the superintendent ordered the book out of the classroom. The school board unanimously upheld the decision to remove the book. Four of the five school board members are members of the church whose pastor brought the original objection.

Parents, students and teachers petitioned unsuccessfully to get the book back in the curriculum. The action of the superintendent came into question in light of a 1987 report by a review committee appointed by the same superintendent. The report, prompted by several complaints over the book in preceding years, rated *Of Mice and Men* as "average to excellent" for students to read. The book remains out of the curriculum.

OTHER INCIDENTS

Incident: In Gravette, on-campus Bible reading "storytime" for elementary students was held impermissible when a family sued the school for violating the Establishment clause of the First Amendment. School officials claim that they were not violating the Establishment clause because the classes were neither mandatory nor paid for by the school. However, they moved the classes off-campus. The family still felt its child was being exposed to an unconstitutional activity and once again took the school to court. The Judge ruled in favor of the family. The school responded by adopting a policy of reading Bible stories "without teaching doctrine or expressing opinions as to the truth or falsity of the Bible or its interpretation," although one of the Bible stories teachers stated that "she was bound to her beliefs to teach that the Bible is true." The district is appealing the decision.

CALIFORNIA

CHALLENGES TO INSTRUCTION

Incident: In Agoura Hills, objections to *I Know Why the Caged Bird Sings* by Maya Angelou, in ninth-grade honors English class, for explicit description of child abuse and rape. Removal from reading list or alternative assignment requested.

Initiator: Parent.

Resolution: The teacher and school principal decided to retain the

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book on the reading list and offered the student an alternative assignment. The parent accepted an alternative assignment, but requested that a "warning label" be placed on the book. The request was denied.

Incident: In Agoura Hills, objections to *The Upstairs Room* by Johanna Reiss, in sixth-grade class, for offensive language. Removal from reading list requested.

Initiator: Parent.

Resolution: The book was retained at the first level of the school's formal complaint and review process, through a conference with parents and school administrators.

Incident: In Alameda, objections to *The Red Pony* by John Steinbeck, in seventh-grade class, for offensive language. Removal from the reading list and alternative assignment requested.

Initiator: Parent.

Resolution: The district review committee decided to retain the book and provided an alternative assignment.

Incident: In Alta Loma, objections to *Where the Sidewalk Ends* by Shel Silverstein, in the elementary school library, for its treatment of death and religion and showing disrespect for parental authority. Removal requested.

Initiator: Parents.

Resolution: After filing a formal complaint, the parents dropped the challenge at a school-site review hearing, in the face of substantial opposition from local teachers. Advocates of the book mounted a campaign that reportedly discouraged the objecting parents from pursuing the complaint further.

Incident: In Boron, objections to *The Catcher in the Rye* by J.D. Salinger, in use in high school language arts classes, for profanity. Said one objector: "It uses the Lord's name in vain 200 times. That's enough reason to ban it right there. They say it describes reality. I say let's back up from reality. Let's go backwards. Let's go back to when we didn't have an immoral society." Removal from the reading list requested.

Initiator: Parents.

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Resolution: Before teaching the book, the teacher had notified parents about the book and offered alternative assignments to those who wished them. Five children (of more than 100) were given alternative assignments. On the complaint of a parent who had not responded to the permission letter, the school board, apparently ignoring its own complaints procedure, voted to take the book off the high school language arts supplemental reading list.

Incident: In Bridgeport, objections to *The Chocolate War* by Robert Cormier, in tenth-grade English class, for offensive language and undermining family values. Removal requested.

Initiator: Parents and community members affiliated with the John Birch Society.

Resolution: Pending. The book is under review by a curriculum committee, but is still in use. In response to a series of complaints, the school district is developing a formal complaint and review process.

Incident: In Bridgeport, objections to the Quest International program, a self-esteem development and drug abuse prevention program, in tenth grade, for contradicting Bible teachings and for values clarification. Removal from curriculum and alternative assignment requested.

Initiator: Parents and community members.

Resolution: The Quest program was dropped from the curriculum.

Incident: In Castro Valley, objections to Maya Angelou's *I Know Why the Caged Bird Sings*, in tenth-grade English class, for obscenity and description of rape. Removal from the curriculum requested.

Initiator: Parents.

Resolution: Teachers are permitted to use only excerpted portions of the work taken from an anthology.

Incident: In Castro Valley Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," newly adopted for use in grades K-5, for themes of fear, death, violence, child abuse, witchcraft and victimization of children. Request to rescind adoption.

Initiator: Parents.

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Resolution: After two public hearings, the board rescinded their adoption. Before the decision, teachers had praised the series to local reporters, commenting that kids liked the books so much that they sought out more works by their favorite authors from the series in the school library. One fourth-grader, explaining why he liked a story, said "It's adventure-like, and it's scary. I know it's fake."

Incident: In Corona, objections to *The Catcher in the Rye* by J.D. Salinger, in eleventh-grade American literature class, for offensive language and undermining family values. Removal from reading list requested.

Initiator: Parents.

Resolution: Alternative assignments were provided.

Incident: In Danville, objections to the showing of specific R-rated movies, in high schools throughout the district, for being inappropriate.

Initiator: Principal.

Resolution: The school board ruled that no R-rated movies could be shown in the classroom. The teachers filed suit, and the courts ruled in favor of the teachers, allowing them to screen movies at teacher discretion.

Incident: In Davis, objections to *Go Ask Alice* (Anonymous), in junior high school library, for offensive language, descriptions of sexual activity, glorification of drug use and encouraging the rejection of parental authority. Removal requested.

Initiator: Parent.

Resolution: A review committee recommended that the book be retained. The objector has threatened an appeal to the school board.

Incident: In Dixon Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," in use in grades K-5, for emphasis on "evil, morbidity, and witchcraft," and "disrespect for parents and teachers in authority." Removal requested.

Initiator: Parents.

Resolution: After a six-week review process, community uproar and a school board meeting which drew 500 people, the board voted unanimously to retain the books. The leader of the opposition to the books,

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however, continues to attack the series by different routes. She publicly accused the publisher of violation of contract with the State Department of Education, and charged that the school district violated state open meeting procedures in its review process. After the District Attorney dismissed her complaint, she filed suit against the district. A decision from the Solano County Superior Court is pending.

Incident: In Dublin, objections to *A Day No Pigs Would Die* by Robert Peck, in use in the seventh grade, because of a birth scene. The objectors requested that the book be moved to a higher grade level.

Initiator: Parents.

Resolution: A review committee composed of parents, administrators and reading specialists recommended that the book remain in the seventh grade.

Incident: In East Whittier City School District, objections to the Holt, Rinehart and Winston "Impressions" reading series, in use in grades K-6, because it "contains elements of Satanic religion." Removal requested.

Initiator: Parents.

Resolution: A review committee of 38 people submitted a 104-page report to the Board. Some teachers and parents enthusiastically supported the series. Some stories, however, such as "The Lion, The Witch and the Wardrobe" by C. S. Lewis, and "Harriet the Spy," by Louise Fitzhugh were labeled "unacceptable." Specific complaints included that stories "drive a wedge between parent and child," that "interest is stimulated in the occult," that they represented "bestiality" and a "wave of sinisterism. [sic]" The school board voted to remove the entire series from the district.

Incident: In Empire, objections to *Little Red Riding Hood* adapted by Trina Schart Hyman, in first-grade classrooms, because the book is too violent and suggests that drinking wine makes a sick person feel better . Removal from first-grade curriculum requested.

Initiator: School official.

Resolution: The book was moved from the first- to the third-grade curriculum; first-grade teachers have permission to use it as supplementary material.

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Incident: In Hacienda La Puente Unified School District, objections to the newly adopted "Impressions " K-6 reading series, in use in language arts classes, for being "dark," and "Satanic." Removal from District requested.

Initiator: Parents working with local church members and affiliated with the Christian Educators Association International and Citizens for Excellence in Education.

Resolution: Books were taken out of the classroom after complaints from parents. The school board tried to negotiate with the publisher, who had delivered an outdated edition of the series to the schools. Under increasingly heated pressure from parents, who would not accept the revised version of the series, the school removed the entire series from the classroom.

Incident: In Hayward Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions", in use in kindergarten through sixth grades, for "dark" themes of violence and the occult. Removal of entire series requested.

Initiator: Parents, affiliated with similar group protesting "Impressions" in nearby Castro Valley Unified School District.

Resolution: After a detailed review process involving three public presentations to the board, the series was retained. Some parents have removed their children from the school, and a recall petition has been started against two board members. The district has also been threatened with legal action on procedural grounds.

Incident: In Healdsburg, objections to a junior high school chorus production of "The Little Luncheonette of Terrors" by Tim Kelly, for promoting Satanism. Show cancellation requested.

Initiator: Parents.

Resolution: The principal evaluated the musical and gave the chorus director permission to continue. But by that time the class had lost interest and selected another production.

Incident: In Hilmar, objections to *I Am The Cheese* by Robert Cormier, in seventh-grade English class, for offensive language and description of sexual scene. Removal requested.

Initiator: Parent.

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Resolution: The English teacher denied the request to remove the book, but had a conference with the parent and provided the student with an alternative assignment.

Incident: In La Puente, objections to "The Black Cat," a short story by Edgar Allen Poe, in ninth-grade English class, for Satanism. Removal requested.

Initiator: School official.

Resolution: The objection was to a picture of a hanging cat that accompanied the short story. The school official, in a pre-emptive move to avoid possible controversy, removed the book.

Incident: In Lawndale, objections to the Holt, Rinehart and Winston reading series "Impressions," in use in grades K-6, for having a focus on witchcraft, undermining parental authority and constituting invasion of privacy. Removal of series requested.

Initiator: Parents and other community members, supported by the Christian Educators Association International.

Resolution: Pending. A review committee has prepared a report for board consideration.

Incident: In Laytonville, objections to *The Lorax* by Dr. Seuss, on the second-grade reading list, for being anti-logging, in a town where the major industry is timber. Asked one objector, "Are we doing our kids a favor at seven years old telling them there's pollution out there?" Another objector claimed that the book "criminalizes" logging. Removal from required reading list requested.

Initiator: Parent.

Resolution: After review by a committee, the book was retained by the school board, whose president concluded a heated meeting by saying, "This is an exercise in power and ignorance and futility. We are insulting our children -- who do we think we are kidding? We are telling these children 'We need to protect you from certain ideas.' That's in conflict with everything the United States stands for. Let's let the teachers teach. Let's let the students learn."

Incident: In Lincoln, objections to *Cujo* by Stephen King, on optional reading list for seventh and eighth grades, for profanity and sexually explicit content. Removal requested.

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Initiator: Parents and community members.

Resolution: The complaint about *Cujo* sparked a long and acrimonious controversy in the district. Opponents of the book submitted a petition demanding that teachers not show videos or movies rated PG or PG-13, nor recommend to students books that contain "vulgar or profane four-letter words or explicit sexual language." Students presented the school board with an anti-censorship petition, and a teacher circulated an "Open Letter" summarizing the situation and stating, "Refusing to allow your child to read a book or view a film is parental involvement; preventing other children from reading the same books of viewing the same film is called CENSORSHIP."

The school board voted to remove the book from the list and subsequently elected to eliminate optional reading lists from district schools altogether. The district also approved a policy requiring parental permission for students to view PG films and permitting advance screenings of films for parents.

Incident: In Lincoln Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," in use in grades K-6 for including too many stories set in Canada, frightening kids, and encouraging them to believe in witchcraft. Stories objected to for "sorcery, witchcraft, and mystical events" included Christian writer Madeleine L'Engle's "A Wrinkle in Time" and Norton Juster's "The Phantom Tollbooth." Removal of series requested.

Initiator: Parents Working Together, a local group.

Resolution: The school board voted unanimously to retain the series. In local reporting on the series, opinions by a fourth-grade student and an opposing parent about an "Impressions" illustration were compared. The parent found the picture of a skeleton in a pot gruesome, commenting "I find the idea of killing a person not very pleasant...and here you see rats dancing and rejoicing." The student, aged ten, found humor in the illustration, observing, "the picture is not very realistic. It's like a funny cartoon. The witch only has eyelashes on one side and the rat is cute."

Incident: In Los Angeles, objections to *The Color Purple* by Alice Walker, in school library and seventh- through ninth-grade English classes, for offensive language and undermining family values. Removal from library and classroom requested.

Initiator: Parents.

Resolution: A school administrator denied the request that the book be

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removed from the library, but did ask the teacher to remove the book from use in her classroom reading program. The book remains on the reading list.

Incident: In Los Angeles, objections to *Night* by Elie Wiesel, and a film and unit on the Holocaust, in tenth-grade English class. The objector claimed the materials were too depressing and inappropriate because the past should be forgotten. He argued that "our students have enough horrible things in their lives without studying this." He requested that the unit be eliminated.

Initiator: Substitute staffer.

Resolution: The objector conferred with the regular teacher of the class, who relayed the complaint to the school principal. The principal decided to retain the book, and the unit is still being taught.

Incident: In Los Banos Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," in use in grades 4-6, for presenting a "doom and gloom" theme. Removal from classrooms and replacement with another edition requested.

Initiator: Parents.

Resolution: A review committee recommendation to replace the books with a revised version was first rejected by the board in favor of the edition already in place, and then accepted. The series remains in use.

Incident: In Mill Valley, objections to performance of "Uncommon Women and Others" by Wendy Wasserstein, by seniors, for offensive language and for being "inappropriate" material for teenagers. Cancellation of performance and future parental notification of the content of all plays requested.

Initiator: Parents and school official.

Resolution: The play was performed, and the school put together a research and review committee to evaluate future plays before they are performed.

Incident: In Modesto, objections to *Where the Sidewalk Ends* by Shel Silverstein, for encouraging inappropriate behavior, undermining parental authority, cannibalism and inappropriate illustrations. Removal from all district libraries and classrooms requested.

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Initiator: Parents.

Resolution: The book was retained by the school board, on the recommendation of the review committee.

Incident: In Mountain View, objections to "Secrets," an AIDS education video presentation in high school health classes, for "undermining family values, encouraging promiscuity, and glorifying homosexuality." Cancellation requested.

Initiator: Parents, members of Christian Action Council.

Resolution: Parents had obtained the videotape before the presentation was made and went to a school board meeting to convey their objections. The school board denied their request to cancel the presentation, but directed the teacher to obtain parental permission for students to view the videotape.

Incident: In Nevada City, objections to *First Born* by Kathleen Brown and Doris Mortman, in eighth-grade English and history classes, for offensive language and for being "filthy literature." Removal from classroom library requested.

Initiator: Parent.

Resolution: The teacher removed the book from the classroom library for the remainder of the school year to avoid controversy and plans to restore it to the classroom next year.

Incident: In Nevada City, objections to *To Kill a Mockingbird* by Harper Lee, in middle school library, because it was on a church-distributed list of books that should be banned. Removal from library requested.

Initiator: Parent.

Resolution: The book was removed from the school library for the remainder of the year. It will be restored to the library next year.

Incident: In New Haven School District, objections to the Holt, Rinehart and Winston reading series "Impressions," in use in grades K-4, for being "interwoven with threads of fear, depression, anxiety, death, violence, morbidity, and child victimization" and also because it "promotes disrespect towards parents and other authorities, and contains an emphasis on Canadian culture at the expense of California and the United States." Removal requested.

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Initiator: Local parents group, New Haven Citizens for Better Education, using materials from Coeur d'Alene, Idaho, Citizens for Quality Education, and reportedly using Christian Educators Association International materials.

Resolution: After community hearings to air arguments supporting and opposing the series, the board unanimously endorsed continued use of the series.

Incident: In Newhall, objections to *Of Mice and Men* by John Steinbeck, in ninth-grade English class, for offensive language and alleged rape scene. Removal requested.

Initiator: Parents.

Resolution: The teacher met with the objectors, elected to retain the book, and provided students of the objecting parents with alternate assignments. One student transferred to another classroom.

Incident: In Ontario, in two incidents, objections to *The Catcher in the Rye* by J.D. Salinger, in tenth-grade advanced placement English class, for offensive language and undermining family values.

Initiator: Parents and city councilman in one incident, parent in other.

Resolution: In both cases, the principal and English department chair met with the objectors, denied the request, and provided alternative assignments for the students.

Incident: In Palm Springs, objections to high school production of "The House of Blue Leaves," a play by John Guare, for racial slurs and being anti-Catholic because one character wants to blow up the Pope to get on the six o'clock news. Cancellation requested.

Initiator: Parents.

Resolution: After reading an edited version (some racial slurs were removed) to be performed in the high school, the objectors pursued their request that production be cancelled. Despite approval of the play by local Catholic and Episcopal priests, the objectors alerted a sympathetic Bishop, who notified the media and his diocese that he thought production should be stopped, although he had not read the play. The principal decided that the play should be performed nonetheless. The objectors filed a class action suit in an unsuccessful effort to remove school board members for incompetence. The play was performed as

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scheduled; on opening night, one heckler announced that the audience was going to hell.

Incident: In Placentia, objections to the film "Romeo and Juliet," in ninth-grade class, for nudity. Removal from classroom requested.

Initiator: Parent.

Resolution: The film was retained.

Incident: In Placentia, objections to student performance of a play, "And They Dance Real Slow in Jackson" by Jim Leonard, Jr., for "language and content inappropriate for a high school audience." Request that production be stopped.

Initiator: School official.

Resolution: The high school principal initially banned the play, a story about the cruel treatment of a disabled girl in a small town, claiming that some of its language and content was inappropriate for a high school audience. Students protested, with some 250 signing a petition calling for the play to go on. Drama students edited the play to remove some of the objectionable language and presented the edited version to the principal. After he edited the play further, he gave permission for the performance.

Incident: In Porterville, objections to "Transformation of Myth Through Time," a videotape lecture by Joseph Campbell on Egyptian myth, shown in tenth-grade English class, for promoting Satanism and witchcraft. The objectors accused the teacher of being a "member of the New Age." In a meeting with a school official, objectors requested positions on the school curriculum selection committee, and requested that no material dealing with "mythology" or "New Age" concepts be used in the classroom again.

Initiator: Parents.

Resolution: After school officials met with objectors, both requests were denied.

Incident: In Quincy, objections to *The Crystal Cave* by Mary Stewart, in use in twelfth-grade English class, for sexually explicit content. Removal requested.

Initiator: Parent.

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Resolution: The superintendent upheld a review committee's recommendation that the book be retained.

Incident: In Redondo Beach City School District, objections to the Holt, Rinehart and Winston reading series "Impressions," in use in the kindergarten, fourth and fifth grades, for being "morbid, violent, evil and occultic," for showing "disrespect for parents," and for coming "dangerously close to religion." Removal requested.

Initiator: Coalition of Concerned Parents, joined by the Citizens for Excellence in Education and Christian Educators Association International.

Resolution: Parents were not satisfied with alternative reading selections offered for their children, and continued to push for removal of the series. After an extensive review process, the board voted unanimously to retain the books.

Incident: In Reedley, objections to *The Adventures of Huckleberry Finn* by Mark Twain, in tenth-grade English class, for racism and offensive language. Removal requested.

Initiator: Student and parents of student.

Resolution: Superintendent denied request to remove book, and the teacher provided the student an alternative assignment. The teacher also discussed the book's anti-racism themes with the class.

Incident: In Rialto, objections to the film "Excalibur" in grades 10-12 English program, because of its R-rating. The film was being shown in connection with the study of the myth of King Arthur. Removal requested.

Initiator: Administrator.

Resolution: Despite protests by school staff, there is no established review process in the school and one administrator decides on the acceptability of films, even when parental permission is obtained. This administrator removed the film.

Incident: In Ripon Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," in grades K-3, for containing occult symbols and Satanic selections. One parent complained of "occultic overtones and lots of recurring symbols known to Satan worship" such as full moons, rainbows and wings. Removal requested.

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Initiator: Concerned Parents for Quality Education, using materials from Christian Educators Association International.

Resolution: After an extended review process, the board voted unanimously to retain the series.

Incident: In Riverside, objections to *Jenny, The Halloween Spy* by Lillie Patterson, in elementary school library, for encouraging experimentation with Satanic practices and drug use. Removal from library requested.

Initiator: Parent.

Resolution: The school board upheld the decision of a review committee to keep the book on library shelves.

Incident: In Rocklin, objections to stories by Edgar Allen Poe, Shirley Jackson, H.H. Munro and books by John Steinbeck and others in the junior high curriculum for their "content of murder, violence, drugs and tobacco." Removal requested.

Initiator: Parents.

Resolution: The parent voiced these concerns at a school board meeting where these materials were up for re-adoption, instead of following the school's complaint procedure. The parent was instructed to file a complaint form in order to process the request. The parent never completed the form and the board re-adopted the materials.

Incident: In Santa Rosa, objections to *Ordinary People* by Judith Guest, in eleventh-grade class, for offensive language, discussion of suicide and a sexual relationship between unmarried teens. Removal requested.

Initiator: Parent.

Resolution: A school-level review committee decided to retain the book and provide the student with an alternative assignment.

Incident: In Ukiah, objections to *Ragtime* by E. L. Doctorow, in twelfth-grade English class, for a "sexually explicit scene." Removal from English department extended reading list requested.

Initiator: Parent.

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Resolution: Pending. A letter was sent to the parent stating that the book would be re-evaluated.

Incident: In Walnut Creek, objections to *The Catcher in the Rye* by J.D. Salinger, in eighth-grade honors English class, because it would "further complicate" student confusion "about the complexities of life....by validating ideas, language and moral issues" in the book. Request to remove book from lesson plan.

Initiator: School official.

Resolution: The teacher of a gifted class submitted a lesson plan that included *The Catcher in the Rye*. A school official rejected the assignment as "not appropriate" and suggested the teacher use a "less controversial text." The official included in the complaint a magazine graph presenting *The Catcher in the Rye* as the third most frequently challenged book in the nation's public schools from 1982-88. The teacher plans to teach a unit on censorship in the schools.

Incident: In Westwood, objections to *The Grapes of Wrath* by John Steinbeck, in eleventh-grade English class, for offensive language.

Initiator: Parent.

Resolution: Teacher provided student with alternative assignment.

Incident: In Willets, objections to third grade selections from the Holt, Rinehart and Winston reading series "Impressions," in use in grades K-3, for teaching witchcraft and being Satanic. Removal from classroom requested.

Initiator: Parent group using materials from the Christian Educators Association International.

Resolution: The superintendent ordered the controversial books replaced with a revised version of the same series.

Incident: In Woodland, objections to *I Know Why the Caged Bird Sings* by Maya Angelou, in ninth-grade English course, for "sexually stimulating students without moral guidelines, promoting fear and violence, profanity, exhibiting a hatred of whites, mocking Southern Black Christianity, explicit sexual content, depicting communication with the spirits of the dead, and stimulating curiosity about lesbianism." Removal requested.

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Initiator: Committee on Excellence in Education.

Resolution: Following the recommendation of a review committee, the school board voted to move the book from the ninth grade to the tenth grade.

Incident: In Woodland School District, objections to the Holt, Rinehart and Winston reading series "Impressions" in use in grades K-6, for "excessive violence, witchcraft, disobedience, and the Canadian culture." Removal requested.

Initiator: Excellence in Education, a local group.

Resolution: The school board acted on the conclusions of a review committee, rejected the complaints, and left standing their original approval of the series. Opponents of the books, unsatisfied, asked for a new review committee to be constituted, the school board refused, and opponents have started a recall petition against one board member.

Incident: In Yorba Linda, objections to *Wart, Son of Toad* by Alden R. Carter, in eighth-grade learning center, for offensive language. Removal from learning center requested.

Initiator: Parent.

Resolution: The school has no formal review process. When a complaint is received, the librarian determines whether or not to restrict access to the book. The book was placed on the "Parental Permission" shelf.

Incident: In Yuba City, objections to a variety of classroom materials in various grades (K-12) for promoting Satanism. Materials included *The Bridge to Terebithia; The Lion, the Witch and the Wardrobe; Sign of the Beaver;* "Romeo and Juliet"; *The Witch of Blackbird Pond;* "Young Goodman Brown," a Nathaniel Hawthorne short story; *Where the Wild Things Are* by Maurice Sendak, and others. Curriculum revision requested.

Initiator: Parents.

Resolution: In most incidents, the students were moved to other classrooms.

Incident: In Yuba City, objections to Katherine Paterson's *The Great Gilly Hopkins* in an eighth-grade classroom, for offensive language

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and references to "witchcraft." Removal from classroom requested.

Initiator: Student, whose parents have previously complained about similar material.

Resolution: The student chose the book to read, reviewed it, and recommended that it be removed from the shelf. The teacher retained the book, and discussed it with the student, attempting to broaden the student's analysis of the book.

Incident: In Yucaipa School District, objections to the Holt, Rinehart and Winston "Impressions" reading series, in use for the first time in grades K-6, for scary stories and poems. Reconsideration requested.

Initiator: Parents, working with Christian Educators Association International.

Resolution: The district, on finding that the books delivered were not what they had ordered from the publisher, removed three books of the series from the classrooms and assigned students alternate readings from the same series. The district worked closely with the board, parents and teachers to establish a teaching program that could use the series, and provide alternate readings for objecting parents. The board approved the program and the series was retained. Despite this compromise resolution, opponents of the series launched recall petitions against board members who supported the series.

OTHER INCIDENTS

Incident: In Amador County Unified School District, objections to the "Impressions" reading series, under consideration for adoption for grades K-3 and being pilot-tested in the schools, for promoting secular humanism, for being Satanic, dark and negative, and for undermining parental authority. Removal from consideration for adoption requested.

Initiator: Parents.

Resolution: The books were removed from the pilot programs, but retained for consideration in the adoption process. The Board eventually voted to use the books as part of the core reading program in kindergarten and first grade, and as supplementary material for the second and third grades.

Incident: In Calaveras Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," under consideration

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for adoption in grades K-6, for promoting Satanism, mysticism and violence and undermining traditional family roles. Removal from consideration for adoption requested.

Initiator: Parents.

Resolution: The district ordered the series removed from three schools where it was being piloted, for review by a committee of parents and teachers. After review, the books were returned to consideration for adoption.

Incident: In Culver City, objections to *Little Red Riding Hood*, as adapted by Trina Schart Hyman, under consideration for use as a supplementary reading book in first-grade classes, for a depiction of the grandmother drinking wine, because it conflicts with the school's anti-drug and anti-alcohol campaign.

Initiator: School officials.

Resolution: The book was eliminated from the reading program. "Showing the grandmother who has consumed half a bottle of wine with a red nose is not a lesson we want to teach," said a school spokesperson.

Incident: In Culver City, objections to "Secrets," a presentation on AIDS to be performed by a drama group in a high school assembly, for its discussion of homosexuality, drug abuse and condoms. The presentation was sponsored by the Kaiser-Permanente medical group and had state and county approval. Objectors claimed that not all students are prepared for candor on the issue of AIDS. They requested that the presentation be changed to include more people with AIDS who do not engage in high-risk behavior.

Initiator: Parents.

Resolution: Students who did not wish to attend the presentation were excused, and the presentation went ahead without alterations. The presentation generally received strong support from school staff, board members and parents.

Incident: In Little Lake School District, parents circulated a flyer door-to-door describing their objections to a Houghton-Mifflin reading series under consideration for adoption in grades 1-6, for demonstrating "a strong preoccupation with witchcraft; teaching the children to write and cast spells."

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Incident: In Mendocino County, objections to "On the Edge: Salmon and Steelhead," an award-winning science video on salmon habitat, under consideration for purchase for county schools, for blaming salmon destruction on the timber industry.

Resolution: In an effort to keep the video out of the schools, representatives of the timber industry solicited the Mendocino County Board of Supervisors to block the use of the video by the county school board. The Board of Supervisors reviewed the film, held a hearing on the objections and, deciding the entire matter was not in its jurisdiction, eventually voted to delegate the decision to the Office of the County Schools Superintendent, where the matter rests now. The County Superintendent has failed to act on the dispute.

Incident: In Newport-Mesa Unified School District, the Committee to Restore Ethical and Traditional Education (CREATE) formed in objection to an elective psychology class taught at one high school, which included a frank panel discussion of gay lifestyles as well as a lecture on sexual deviance. The group expanded its agenda, after the school board altered the content of the psychology class, to oppose the sex-education curriculum, and to support school board candidates in favor of a return to what they called traditional family values. One of the candidates was an officer of the local Eagle Forum. The group, which believes homosexuals can be "cured," objects to the "neutral" portrayal of homosexuality in the sex-ed curriculum: "If a teacher is prohibited from making a statement as to the deviancy of homosexuality, then any discussion at all would tacitly equate homosexuality with heterosexuality, violating Judeo-Christian absolutes." School policy allows parents to have their children removed from classes on topics they object to. One teacher concluded, "They want to determine what everyone else's kid can learn. It's educational fascism in the guise of parental involvement."

Incident: In Redondo Beach School District, objections to an issue of a national-award-winning high school literary magazine, for use of words such as "rape," "rapist," "whore," and "damn it." Removal of these words, in addition to an illustration, demanded by school principal. He prevented distribution of the magazine in its original format and allowed only an expurgated version to circulate in the school.

Initiator: School principal.

Resolution: Pending at time of press whether any legal action will be taken.

Incident: In Sacramento, a protracted battle ensued over the treatment

CALIFORNIA

of evolution in the state science curriculum framework, which provides guidelines for science teaching and textbooks in California.

Initiator: Citizens for Excellence in Education (CEE); Traditional Values Coalition (TVC).

Resolution: Opponents of evolution, led by Robert Simonds of CEE and Rev. Louis Sheldon of TVC, urged the state board of education to amend a draft framework to weaken its treatment of evolution. Rev. Sheldon denounced the draft guidelines as "hostile toward religion," because they taught evolution as fact, did not deal with competing theories such as "creation science," and failed to note weaknesses in the theory of evolution. "It is riddled with illegal dogmatic statements....and will most certainly deny First Amendment rights to teachers and students," he said.

The state board of education approved guidelines that emphasize evolution as the central organizing element of natural science and clearly prohibit the teaching of creation in public school science classes. Nonetheless, opponents of evolution claimed "victory" over minor changes in the guidelines. Simonds erroneously claimed that the guidelines allow "creation science" to be taught as "abrupt appearance theory" in science classes, and Rev. Sheldon has filed a lawsuit challenging the framework on procedural grounds.

Incident: In Salinas, objections to free book covers distributed by the school administration in a high school, because they contained a Planned Parenthood advertisement carrying the words "condom" and "diaphragms."

Initiator: School officials.

Resolution: Student aides were told to use black felt-tip pens to line out the objectionable Planned Parenthood ad, but when students were able to read through the ink, white paper was pasted over it. After students peeled off the white paper, housepaint was splashed over the ad. When the students chipped off the paint, the administration gave up and no longer distributed the book covers.

Incident: In San Juan Capistrano Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," under consideration for adoption.

Initiator: Parents.

Resolution: The series was reportedly removed from schools where it

CALIFORNIA

was being piloted, and also removed from consideration for adoption in the district.

Incident: In Winters Unified School District, objections to the Holt, Rinehart and Winston reading series "Impressions," under consideration for possible adoption in grades K-6, for "stories and poems which focus too much on witches, spells and the presence of malevolent spirits."

Initiator: Parents, using materials from Hacienda La Puente, Woodland and Redondo Beach school districts, and also from Oregon.

Resolution: The board voted to adopt the series for grades K-6.

COLORADO

CHALLENGES TO INSTRUCTION

Incident: In Craig, objections to the high school production of "Let It Rain," by David W. Christopher, for portraying God in the form of a man, condoning the use of alcohol and offensive language. Cancellation requested.

Initiator: Parents, minister and student.

Resolution: The school and district review committees and the district superintendent recommended that the production continue. The school board voted 3-3 on the motion not to put on the play, so it didn't carry. The play went ahead as scheduled, with a small amount of picketing on the night of the first performance.

Incident: In Littleton, objections to "The Living Body: Shares in the Future," a video on human sexuality, shown in eighth-grade human development courses, for nudity, images of release of egg during menstruation. Objectors claimed the video was not age-appropriate. One stated the video "violates my family's standards." Removal requested.

Initiator: Parents.

Resolution: The video had been shown, without incident, in eighth-grade classes for three years. The parents filed a written complaint and a review panel was formed. Following the recommendation of the review panel, the school board voted to continue use of the video.

Incident: In Westminster, objections to a fourth-grade science textbook, *Concepts in Science*, in particular the sentence "Penguins are birds that

COLORADO

lost the ability to fly millions of years ago," for presenting evolution as fact rather than theory. The objector has requested that either the passage be removed or the teacher also present Creationist theory to the class.

Initiator: Parent.

Resolution: Following the recommendation of a review committee, the school board voted to retain the text and the sentence.

OTHER INCIDENTS

Incident: In Denver, in the state legislature, a proposition to have homosexual activity added to a list of "high-risk" behaviors such as smoking, alcohol and drug abuse that "should be discouraged among Colorado schoolchildren."

Initiator: Sen. Jim Brandon (R-Weld).

Resolution: The amendment was defeated.

CONNECTICUT

OTHER INCIDENTS

Incident: In New Milford, an adult education course on metaphysics was cancelled by a district official after he received a letter from a local member of Citizens for Excellence in Education complaining that the course promoted Satanism and black magic and was a "gate-way into the occult."

Initiator: Member of Citizens for Excellence in Education.

Resolution: Although community members and a minority of board members came to the course's defense, the school board upheld the decision to remove the course by a vote of 7-3. According to the official who cancelled the course, "The course could be perfectly fine, for all I know. But the fact is, it's controversial, and in a town like New Milford, it's important to be cautious." Another objector concurred, commenting, "Who knows what kinds of spirits are out there?"

A dissenting board member said that cancelling the course "is censorship of education....From what I can see, there is no reason the course should have been cancelled, and if there is, we should have some kind of policy to handle it in the right way."

DELAWARE

No challenges to instruction or other incidents were reported in Delaware in 1989-90.

DISTRICT OF COLUMBIA

No challenges to instruction or other incidents were reported in the District of Columbia in 1989-90.

FLORIDA

CHALLENGES TO INSTRUCTION

Incident: In Clearwater, objections to "Harlan County," a film about rural coal miners in use in twelfth-grade social studies classes, for offensive language. Removal requested.

Initiator: Administrator.

Resolution: After review by a school official, the film was removed from the school.

Incident: In Deland, objections to *Of Mice and Men* by John Steinbeck, in use in ninth grade, for offensive language and sexual content. Removal requested.

Initiator: Parents.

Resolution: The student was given an alternative assignment.

Incident: In Deland, objections to videotapes in use in various grades, including "The Great Gatsby" and "Gorillas In The Mist," for sexual content and presenting "warped morals." Removal of tapes from school and prohibition of all videotapes of movies not rated G requested.

Initiator: Parents and community members.

Resolution: Objectors persuaded the school board to form a review committee, which challenged videotapes and prohibited the showing in district schools of any movies not rated G. Teachers may still send proposals to show videos to the county for review and approval. After approval, permission slips must be sent out to parents.

Incident: In Englewood, objections to *Magic, Words and Numbers* by S. Holroyd, in junior high media center, for Satanism. Removal from library requested.

FLORIDA

Initiator: School staff.

Resolution: The objector did not file a formal complaint, and parents and a school administrator, were supportive of keeping the book. The book was retained.

Incident: In Longwood, objections to *For All The Wrong Reasons* by John Neufeld, in high school library, for condoning sexual intercourse and the use of drugs, "stimulating" the "libido" of students, promoting "disrespect for the body," suggesting "that the only important part of a relationship is sex," and presenting pregnancy as a mere "problem." Removal from library requested.

Initiator: Parent.

Resolution: Parent dropped her complaint after discussion with school officials.

Incident: In Naples, objections to *Flowers for Algernon* by Daniel Keyes, on shelf in eighth-grade language arts class for gifted students, for sexual content. Removal from classroom shelf requested.

Initiator: Parent.

Resolution: The book was removed from the classroom, but may still be checked out with parental permission. According to school staff, the school has no review policy and in practice usually complies with parental requests.

Incident: In Okaloosa County, objections to the "Bridges" curriculum, shown to students for the first twenty minutes of every school day in county middle schools, for using New Age symbols and privacy-invading techniques and teaching Eastern Religion. According to some objectors, the "Bridges" curriculum violates the right of students "not to be experimented on by unlicensed psychologists in the public school classroom" and causes rifts between parents and children in its family evaluation exercises. Removal requested.

Initiator: Parents.

Resolution: A committee reviewed the complaint and recommended that the district keep the program in place but allow parents the option of placing their children in an alternative study period for the first twenty minutes of class. After a heated public hearing in which challenges to "Bridges" were again heard, the board upheld the committee's recommendation to retain the program. Thus far, only 1.7% of

FLORIDA

all county middle school students have opted out of the program.

Incident: In Plant City, objections to *The Natural* by Bernard Malamud, in junior high English honors gifted class, for undermining family values. Removal from county curriculum requested.

Initiator: Parent.

Resolution: The student was given alternative readings and the parent has not pursued the complaint.

Incident: In Wilton Manors, objections to an elementary school play, "In Quest of the Banjo Man," for promoting astrology, mind control, voodoo, witchcraft, paganism, sorcery and devil worship. The objectors complained that the play made reference to 33 countries, and that twice 33 was 66; 666, they said, is the devil's number. They objected to the mention of Tierra Del Fuego, claiming that it was a reference to hell. They also complained about one scene in which artists gather from China, the Soviet Union, Persia and Japan because "these are all Eastern-religion-believing countries!"

One opponent of the play, a local minister, said, "Any Christian who reads that play and can't see that it's the opposite of the Bible, doesn't know the Bible. They've included all the pagan religions of all these so-called countries. Even a cursory reading shows clear implications of voodoo and witchcraft. I think there seems to have been a clear agenda." Cancellation of the play requested.

Initiator: Parents.

Resolution: The play had been written by two teachers and the PTA president to continue "geography-content awareness" and "ethnic awareness" themes that the school had been addressing. In the play, a starfish travels the world in search of the Banjo Man, with each stop a lesson in the culture of that country. One hundred of the school's students were to participate in the production. In response to the complaint, the principal and two teachers revised the play, removing and changing some sections that had been the subject of complaints. The objectors still were not satisfied, so the principal submitted the revised play to two committees of the school district administration. After review, the committees said the play could be performed. By that time, however, it was too late in the school year to mount the production. One student, a member of the stage crew, queried "It's a play about making friends. Could someone please tell me what's wrong with that?"

FLORIDA

OTHER INCIDENTS

Incident: In Cape Coral, objections to the high school newspaper, *The Seahawk's Eye*, were raised because of an ad for a church youth group. Objectors felt the proselytizing nature of the ad overstepped the wall dividing church and state. Requested removal of ad.

Initiator: Parents.

Resolution: After soliciting the school board's legal opinion, the school officials decided to pull the ads until a policy regarding student publications could be made. After the decision is made (probably in late August) the student paper may or may not pursue the matter legally with the help of the Student Press Law Center.

Incident: In Clearwater, efforts to pressure the Pinellas school board to adopt a Creationist book, *Of Pandas and People*, for use in public school science classes.

Initiator: Community member, retired Church of the Nazarene minister.

Resolution: The proponent of *Pandas* claims he wants equal time for Creationism and hopes to take his campaign nationwide. "It's a known fact that creation is the traditional view of origins, traditionally accepted," he said. "The Trojan Horse conspirators today have eliminated the traditional belief....It's [evolution] not a provable theory and for our money to be spent to teach nontheistic evolution and exclude the traditional belief is fraudulent misuse of our tax funds."

Incident: In West Palm Beach, objections to an AIDS education play, "The Inner Circle," for acceptance of condoms, non-marital sex and homosexuality because it leads audiences to believe condoms can prevent the transmission of AIDS, treats teen-age sex as acceptable and includes a conversation between two friends in which one tells the other that he would still be his friend if he were a homosexual. Removal requested.

Initiator: Parent and community member, who had both been involved in a 1987 effort to remove an AIDS education film.

Resolution: Pending.

GEORGIA

CHALLENGES TO INSTRUCTION

Incident: In Gwinnett County, objections to *Killing Mr. Griffin* by Lois Duncan, in middle school library, because it contained words such as "bastard" and "hell." Removal requested.

Initiator: Parent.

Resolution: The book was brought before a review panel, which voted to retain it. The parent appealed the decision and the second panel also voted to retain the book. The school board upheld the decisions.

HAWAII

No challenges to instruction or other incidents were reported in Hawaii in 1989-90.

IDAHO

CHALLENGES TO INSTRUCTION

Incident: In Coeur d'Alene, objections to the Holt, Rinehart and Winston reading series "Impressions," in use grades K-6, for being anti-Christian, "excessively morbid, crude and negative" and teaching "promotion of WICCAN religion." One objector complained about the series for its "bizarre art, subtle references to pantheism, occultism, voodoism (sic), reincarnation and other weird experiences." Removal requested.

Initiator: Parents and Citizens for Quality Education.

Resolution: A review committee composed of clergy and community members as well as educators recommended to the board that the series be retained. The board voted to retain the series as supplemental rather than required reading.

A group, Citizens for Quality Education, formed to oppose the books with the aim of removing the entire series altogether. The leader of the group, a local minister, accused the books of violating pupils' First Amendment rights by "'propagation of a religion' in its occult, New Age and humanistic themes." They threatened litigation several times, and also threatened to undermine an upcoming school levy election.

The week that the new edition of the books was due to return to classrooms, the school board reversed itself in a last-minute, unannounced agenda item at the end of a late evening meeting, and voted to send grades 3-6 of the series back to the publisher. Days later a newspaper article reported that the decision stemmed from a "trade-off" between the board chairman and the leader of Citizens for Quality Education, who admitted "our commitment is not to go after any other part of the

IDAHO

existing curriculum" in exchange for a vote to oust "Impressions." A second part of the agreement purportedly allowed CQE to submit a list of candidates to the district to participate in future textbook adoption committees.

Parents who support "Impressions" formed Idaho Readers for Education and Democracy (IREAD) to protest the decision. Their requests for reconsideration were ignored.

ILLINOIS

CHALLENGES TO INSTRUCTION

Incident: In Chicago, objections to *The Challenge of Freedom*, used in middle school classroom, for deficient treatment of African-American history and misrepresentation of the role of African-Americans in the civil rights movement. Two state officials called attention to the text, saying it includes "erroneous and racist" information, and mounted a campaign to remove it through public channels, hearings and the local press, though no formal complaint has been filed with the district.

Initiator: Community members and two state legislators.

Resolution: Several of Chicago's local school councils held a public hearing on the textbook and on related claims about the inadequate treatment of minority viewpoints in social studies instruction in the district. A school official noted that the text is widely respected by experts for its treatment of African American history. The school council specified that the book be used with supplementary materials next school year.

Incident: In Port Byron, objections to the poem "Dreadful" in Shel Silverstein's *Where the Sidewalk Ends*, in elementary school library, for being in bad taste and for showing "a very negative attitude toward life." Removal requested.

Initiator: Grandmother of student.

Resolution: In response to the complaint, the school board voted 4-3 to cut the objectionable page from the elementary school library's copy of the book, in lieu of removing the book altogether, as was requested by the objector. The action provoked such enormous public outcry and media criticism that the school board reversed its decision only a week later.

ILLINOIS

OTHER INCIDENTS

Incident: In Elgin, objections to new science books under consideration for adoption in the middle school for failing to discuss Creationism in addition to evolution. Presentation of both theories requested.

Initiator: Parent.

Resolution: The school district sympathized with the concerns of the parent but decided to adopt the science books which had been unanimously approved by the school board.

Incident: In Oak Park, objections to the adoption of a revised "Cultural Diversity and Human Dignity Policy" in the high school because it would encourage and condone homosexual lifestyles. The policy, which was intended to foster respect for all students, stated that there should be an "awareness of different ethnic, cultural, religious, racial, economic and political backgrounds, and physical characteristics, gender, handicaps and sexual orientation that encourages the empathy, communication and constructive interaction necessary to our developing society." This one sentence of a four-paragraph policy was objected to because of the inclusion of the phrase "sexual orientation."

A lively protest ensued between those for and against the policy. Two groups against the policy ran ads stating why the policy should be abandoned, while people on both sides of the issue wrote numerous letters to the editor of area newspapers. One ad ran the headline "Bill and Tom are going to the Prom...(...together.)" and read in part, "What's next? Gay In-Service Training? High School AIDS Epidemic?" The school board voted to adopt the policy as written, with the addendum "(Sexual orientation is defined as 'the actual or perceived state of heterosexuality, homosexuality or bisexuality.')"

Incident: In Pontiac, objections to the Quest program, which teaches responsibility, decision making, and communications skills, under consideration for adoption in the district's junior high school, for promoting secular humanism and values clarification, for "setting man above God" and for using a "non-directive" program which in uses "psychological techniques on students."

Initiator: Parents and local Eagle Forum members.

Resolution: Following the recommendations of district study and curriculum committees, the Pontiac school board voted, 5-2, to adopt Quest as a pilot program for one year, after which the study committee will re-evaluate it.

ILLINOIS

Incident: In Wheaton-Warrensville Unit District 200, objections to the adoption of grade 7-10 science selections, for teaching evolution as fact, not fiction. Rejection of the books requested.

Initiator: Community members.

Resolution: The school board accepted the texts on a 4-1 vote.

INDIANA

CHALLENGES TO INSTRUCTION

Incident: In Crown Point, objections to the Quest "Skills for Adolescence" self-esteem development and drug abuse prevention program, offered as an elective at the district high school and up for adoption as a pilot program in three district elementary schools for the sixth grade, for teaching "secular humanism," "values clarification," and containing "too many parental putdowns." Removal requested.

Initiator: Parents and member of school district's Substance Abuse Task Force.

Resolution: The school board voted to begin Quest as a pilot program in three district elementary schools at the sixth-grade level.

Incident: In Indianapolis, objections to *Collected Poems 1947-1980* by Allen Ginsberg, in high school library, for homosexual content. Reconsideration requested.

Initiator: Parent and members of Concerned Minority Parents Coalition.

Resolution: The school followed its policy and assigned a review committee to consider the book. The committee voted to retain the book.

Incident: In Portland, objections to the Quest drug education program, in a junior high school, for promoting humanistic, psychiatric, values-laden and "non-directive" education. Removal requested.

Initiator: Parents.

Resolution: The school board voted to uphold a review committee's recommendation to retain the program.

Incident: In South Adams, objections to *A Light in the Attic* by Shel Silverstein, in the district libraries, for "sexual innuendos," "demonic

INDIANA

overtones," and "subliminal messages" which teach children to be "anti-marriage and anti-parent." Removal requested.

Initiator: Community member affiliated with Eagle Forum.

Resolution: The school board supported a committee of teaching staff and voted to retain the book.

IOWA

CHALLENGES TO INSTRUCTION

Incident: In Cedar Falls, objections to *On My Honor* by Marion Dane Barber, in fourth-grade reading class, for offensive language. The Newberry award-winning book was part of an assignment list from which students could choose books to read. Removal from assignment list requested.

Initiator: Parents.

Resolution: Following the recommendation of a teacher review committee, the school board voted unanimously to retain the book. At the meeting the Superintendent, who wrote the district's complaint policy, noted that parents have the right to keep their own children from reading any book they find objectionable, but not to prevent teachers from using it in the classroom.

Incident: In Maquoketa, objections to *The Witches* and *Revolting Rhymes* by Roald Dahl, in fourth-grade classroom and elementary library, for offensive language, violence and witchcraft. Removal requested.

Initiator: Parents

Resolution: The books were reviewed by a reconsideration committee and retained. Fifteen parents filed an appeal of the committee's decision to retain the book, but dropped the appeal after the superintendent made a new rule requiring all material to be put on a complete reading list for all classes and made available to parents at the beginning of the school year.

Incident: In Ottumwa, objections to *Go Ask Alice* (Anonymous), in use in the junior high school drug education program and in the library for more than a decade, for "offensive and sexually explicit language." Removal requested.

Initiator: Parents.

IOWA

Resolution: The parents requested that the book be removed from the curriculum and library. However, a committee assigned to study the issue decided against removal. Instead, the district adopted a new human growth and development plan which no longer contains the book. The book remains in the school library.

OTHER INCIDENTS

Incident: In Donnellson, as well as other schools in Iowa, Nebraska and Oklahoma, objections to a scheduled storytelling presentation to students by an actress portraying Baba Yaga, a 600-year-old witch who is a character from Russian folklore, for presenting a witch as a positive role model. "I don't like the idea of a witch at all, good or bad," said one objector. "You're talking witchcraft. It's definitely against God....You're dealing with little kids and you can get the idea across that witches are OK and it's fun to be a witch." "It's like if somebody wanted to represent Charles Manson," said another. The presentation was sponsored by the Lee County and Iowa Arts Councils.

Initiator: Parents.

Resolution: The presentation went ahead as scheduled, with only a few parents removing their children from the assembly. The actress felt that the preoccupation with the dangers of the occult are "an expression of fear of people not so much about me but about the lack of control of other fears in their lives."

KANSAS

No challenges to instruction or other incidents were reported in Kansas in 1989-90.

KENTUCKY

CHALLENGES TO INSTRUCTION

Incident: In Frankfort, objections to *Demons, Devils, and Djinn* by Olga Hoyt, in middle school library, for describing devil worship. "To me," said the objector, "that is a devil worship book. They take prayer out of the schools, yet they allow this." Removal requested.

Initiator: Parent.

Resolution: Following the recommendation of a school review committee, the book was retained in the library shelves.

KENTUCKY

Incident: In Hardin County, objections to *Biology* by Norman K. Wessells and Janet L. Hopson, in use in high school advanced placement biology classes, because it discredits Christianity through its refusal to discuss Creation. Removal requested.

Initiator: Parent.

Resolution: After informal complaints by the parent, the school board voted to remove the book from the curriculum for the following year. Several teachers and library staff complained that the board had ignored its own complaint procedure, and persuaded the board to reverse the vote pending a formal complaint. A formal complaint was filed, a review committee recommended that the textbook be retained, and the decision was upheld by the school board.

Incident: In Owensboro, objections to *Blubber* by Judy Blume, in elementary school library, for offensive language.

Initiator: County administrator, on behalf of parents.

Resolution: The county administrator received complaints about the book from several parents and wrote a letter to Blume's publisher "to express his disappointment" with the language in *Blubber* and other Blume books. In the letter, he also stated that he had instructed the elementary school librarian to "avoid the purchase of additional Judy Blume books." Nevertheless, the administrator says that *Blubber* remains in the elementary library.

OTHER INCIDENTS

Incident: In Hardin County, objections to the Parenting and Family Life Skills curriculum. Objectors complained that the curriculum has a "liberal philosophy that will destroy integrity, character, and moral values in our children." Other complaints were that the program refers to "people not related living together" because "this slaps in the face the value of the family" and that abstinence is taught as a form of birth control, instead of a traditional value.

Initiator: Citizens for Appropriate Sex Education (CASE).

Resolution: The school board implemented the curriculum, informing the parents that they may have their children excused from any part of the program to which they object. CASE members urged parents to remove their children from the classes, so that the schools would be forced to change the curriculum.

KENTUCKY

Incident: In Stanton, objections a sex education course, and especially to two animated videotapes, "Where Do I Come From?" and "What's Happening to Me?," being considered for use in a middle school, for graphic and sexually explicit content. Removal requested.

Initiator: Teacher and parents.

Resolution: The teacher planning to use the tapes decided to use two others which were less sexually explicit.

LOUISIANA

OTHER INCIDENTS

Incident: In Moss Bluff, a high school valedictory speaker urged her fellow students to "seek the Lord Jesus, believe in Him and give your heart and life to Him." The school principal notified the student that she would not be allowed to speak unless she deleted the religious references.

Initiator: Principal.

Resolution: The student sued the school and lost at the lower court level. The case is on appeal to the Fifth Circuit Court of Appeals. The American Jewish Congress presented a brief in the case that sympathized with the student's desire to "offer the precious gifts of faith and salvation to the audience," but concluded that "the Constitution, which would protect her freedom to deliver her message at a church or at any public forum, does not permit sectarian religious sermons at public school sponsored events."

MAINE

CHALLENGES TO INSTRUCTION

Incident: In Bowdoinham, objections to *Revolting Rhymes* by Roald Dahl, in elementary classroom library, for sexual overtones. Removal requested.

Initiator: Parent.

Resolution: A review committee voted to retain the book and the parent dropped the complaint before it went to the school board.

Incident: In Fort Kent, school administrators threatened the cancellation of the high school production of Arthur Miller's *The Crucible* if the words "whore" and "bitch" were not expunged from the script.

MAINE

Initiator: School administrators.

Resolution: After consultation with a librarian and English teacher, the superintendent approved the play. The play was performed without alteration.

Incident: In Turner, objections to *Forever* by Judy Blume, in the middle school library, for sexually explicit content. Removal requested.

Initiator: Parents.

Resolution: Citing its sexually explicit language and stating that the book had limited literary value, was simplistically written and gives mixed messages, a school site review committee decided to remove the book from library shelves. The district superintendent upheld the decision.

Incident: In Unity, objections to *What's Happening to My Body? Book for Boys* by Lynda Madaras, in elementary library, for references to masturbation. Removal requested.

Initiator: Parent.

Resolution: School board decision is pending. A review committee has recommended to the school board that the book be retained in the library but restricted to use by fifth- and sixth-graders.

MARYLAND

CHALLENGES TO INSTRUCTION

Incident: In Baltimore, objections to "All God's Chillen Had Wings," a short story contained in an anthology of myths used in ninth grade, for being "racially insensitive" and "subjective and repressive." Removal requested.

Initiator: Parent.

Resolution: Although the book was not required reading, the English department chairwoman issued a memorandum to English department heads ordering the book removed, stating that the school district "does not want to include materials which are ambiguous relative to any group of people." The superintendent supported the removal.

Incident: In Brunswick, objections to *Stars, Spells, Secrets and Sorcery: A Do-It-Yourself Guide to the Occult* by Barbara Haislip, and *Curses,*

MARYLAND

Hexes and Spells by Daniel Cohen, in the middle school library, for possible negative, Satanic influence upon the students and for promoting the occult and "destroy[ing] traditional morals and values." Removal from all district libraries requested.

Initiator: Parent.

Resolution: *Curses, Hexes and Spells* was retained in the middle school library in accordance with the review committee's recommendation and with the superintendent's and the school board's approval. *Stars, Spells, Secrets and Sorcery* was removed from the middle school library and made available only on request in the high school, despite the review committee's recommendation that it be retained in the middle school library.

Incident: In Montgomery County School District, objections to *Amos Fortune, Free Man* by Elizabeth Yates, in use in the fifth grade language arts curricula, for demeaning and racist language. Removal requested.

Initiator: Parent.

Resolution: After a closed review process, the superintendent decided to remove the book from district curricula, while retaining it in the libraries. Parents in the district then filed formal objections to the decision and the superintendent put the book back in the curriculum, admitting he had made a mistake.

MASSACHUSETTS

No challenges to instruction or other incidents were reported in Massachusetts in 1989-90.

MICHIGAN

CHALLENGES TO INSTRUCTION

Incident: In Colt, the Waverly School Board voted to cancel "No Room at the Inn," a play that a fifth-grade class was planning to present for the fourth year, out of concern for the play's religious content.

Initiator: School official.

Resolution: The play, which was not performed, is based on a non-Biblical account of a pregnant woman and her husband who are turned away by a greedy innkeeper. The superintendent informed the teacher that the play could not be presented unless it was changed to "not represent a singular religious viewpoint." The school district developed new

MICHIGAN

policy guidelines based on the *Lemon v. Kurtzman* Supreme Court decision. Teachers are required to discuss instruction or activities with religious content that are not part of the school curriculum with the school principal. Students who do not wish to participate in such activities can be excused and involved in alternative instruction.

Incident: In Detroit, objections to six books available to grades K-12 in district libraries. The objector contended that an illustration in *Read About Pollution* by Herta Breiter implied that Christianity is a form of pollution. Objections to *The Stars in Your Life* by Amy Shapiro, *After the End* and *Mad Scientists*, both edited by Issac Asimov, *The Magic and Meaning of Voodoo* by Barbara Christensen, and *Visions of the Future: Palm Reading* by Elizabeth Hoffman for containing material on witchcraft and the supernatural. Librarians were directed to remove all six books from district libraries.

Initiator: School administrator.

Resolution: At the request of the objectors, the head of the district Library Media Unit ordered the removal of the books, in disregard of existing complaint procedures that require submission of formal complaints and review by the district elementary book selection committee. The committee nevertheless reviewed the six challenged books from the elementary library, recommending that five be retained and requesting that the standard complaint procedures be followed for future challenges. Since then the entire committee has been dismissed and the committee structure reconfigured, with new committee members each serving for only one month, instead of the entire year. The complaint process continues to be bypassed. The six books remain off the shelves.

Incident: In Detroit, objections to *The Magic Cauldron* by Margaret O'Connell, and *Curses, Hexes and Spells* by Daniel Cohen, in district high school libraries, for witchcraft. Removal requested from all district libraries.

Initiator: Parent.

Resolution: The books were removed in accordance with a directive from a school administrator, bypassing the district complaint procedure.

Incident: In Farwell, objections to *The Chocolate War* by Robert Cormier, in use in a tenth-grade English class, for offensive language and the alleged specific phrase "Jesus must have a good press agent" (which was not contained in the book). Removal requested.

MICHIGAN

Initiator: School board member.

Resolution: The board member raised the challenge over the course of several board meetings, but eventually dropped it in the face of warnings by the school principal that the removal of the book would constitute censorship.

Incident: In Grand Haven, objections to the award-winning books *The Headless Cupid* and *The Witches of Worm* by Zilpha Keatley Snyder, in elementary school library, because of the influence of occult concepts. Removal requested.

Initiator: Parent.

Resolution: After school administrators decided to retain the books, the objecting parent appealed the decision. Citing the district's "obligation to be, as a public school system, open to a whole range of ideas," the superintendent denied the appeal and kept the books on library shelves.

Incident: In Grand Haven, objections to *America's Very Own Ghost* by Daniel Cohen, in district elementary libraries, for dealing with ghosts, spirits, and supernatural occurrences. Removal requested.

Initiator: Parent.

Resolution: A review committee decided to keep the book on library shelves.

Incident: In Kalkaska, objections to a lesson on meditation to be given in a high school English class, for being "religious" and similar to a hypnotic state in which "New Age doctrines can be introduced into a child's mind." Cancellation requested.

Initiator: Parents and local clergy.

Resolution: The lesson was part of a section on transcendentalism in an American literature course, and the teacher sent a letter to parents that explained the lesson and offered an alternative assignment for any student whose parents objected. The objectors insisted the lesson be cancelled. After a meeting with the objectors, the school principal and teacher elected to cancel the lesson, though the teacher stated that the lesson was "purely secular."

Incident: In Lake Fenton, objections to *Freddy's Book* by John Neufeld, a

MICHIGAN

book about a young boy's search for answers to his questions about sex, in the elementary school library, for sexual content and offensive language. Removal requested.

Initiator: Parents.

Resolution: School officials removed the book in response to the complaint. Following the recommendation of a review committee, school district officials placed the book on restricted access. Parents are now required to come to the school and check out the book for their children.

Incident: In Linden, objections to *Of Mice and Men* by John Steinbeck, in a high school special education class, for offensive language. The objector claimed the book "is loaded with profanity, degrading the black people, and most important: using God's name in vain." Removal from high school requested.

Initiator: Parent.

Resolution: The parent was offered an alternate assignment but refused and instead filed a formal complaint. Following the recommendation of a school committee, the school board voted to retain the book.

Incident: In South Lyon, objections to a film of "The Tell-Tale Heart," a short story by Edgar Allan Poe, shown in a sixth-grade class, for violent and "gruesome" subject matter. The objector called Poe "obviously deranged." Removal requested.

Initiator: Parent.

Resolution: The film was considered by a review committee, which voted to retain it. After an appeal by the parent, the school board upheld the decision of the review committee.

Incident: In Spring Lake, objections to *Zork: The Malifestro Quest*, in elementary school library, because it "introduces children to the occult and fantasy about immoral acts." Removal requested.

Initiator: Parent.

Resolution: Following the recommendation of a review committee, the superintendent decided to keep the book on library shelves. After an appeal by the parent, the school board upheld the superintendent's decision.

MICHIGAN

Incident: In Wyandotte, objections to *Dungeon of Darkness* by John Kendell, in elementary school library, for introducing children to "spell casting, divinations, sorcery, and other forms of witchcraft." Removal requested.

Initiator: Parent.

Resolution: The parent brought her objections to a school board meeting, and the board instructed her to file a complaint form. The parent did not pursue the complaint.

OTHER INCIDENTS

Incident: In Grand Rapids, objections to *Literature: An Introduction to Reading and Writing*, a textbook under consideration for adoption for use in high schools, for containing an untitled e.e. cummings poem that the objector claimed was "open to numerous interpretations, one of which was explicitly sexual." Rejection of text requested.

Initiator: School board members.

Resolution: The board split 4-4 in its vote on the book, which meant that the book, previously in use in a pilot program, would no longer be used.

MINNESOTA

CHALLENGES TO INSTRUCTION

Incident: In Glencoe, Minnesota, objections to the Quest program, a self-esteem development and drug abuse prevention program in use in grades K-7, for "applying classroom psychotherapy, which attempts to reprogram children into feeling-centered decision-makers," and failing to promote moral absolutes.

Initiator: Parents.

Resolution: Parents have the option of removing their children from the program if they choose, but the objectors insisted that the program be removed. In response to the challenge, the school board made a motion to reaffirm its support for the Quest program, which it had officially approved under previous curriculum adoptions.

OTHER INCIDENTS

Incident: In Cannon Falls, objections to the junior and senior high school

MINNESOTA

science curriculum because it did not present enough "scientific evidences against evolution." Citizens Concerned for Education, a group of local citizens, requested supplementary materials be added to the science curriculum. Their demand will be evaluated by a reconsideration committee to determine if the science materials currently in use are adequate.

MISSISSIPPI

No challenges to instruction or other incidents were reported in Mississippi in 1989-90.

MISSOURI

CHALLENGES TO INSTRUCTION

Incident: In St. Peters, objections to *Cerberus*, a fictional book about the adventures of a three-headed dog by Bernard Evslin, in elementary school library, for "pornographic" pictures and illustrations, encouraging Satanism, and story lines and titles too gruesome and graphic for elementary-age children. Responding to the complaint, the author of *Cerberus* said that many of the 40 illustrations in the book are reproductions of paintings hanging in museums around the world, including the Sistine Chapel. The objecting parent responded that if parents "want to take their children to the museums to see the paintings, they may do so." Removal requested.

Initiator: Parents.

Resolution: A review committee recommended that the book be removed from the elementary school library but retained in the junior high and high school libraries. A number of people appealed the committee's decision to the school board, which voted to uphold the recommendation and remove the book from the elementary library.

A spokesperson for a local anti-censorship group commented, "You are censoring material you admit is a fine piece of literature and contains great works of art, and students now will no longer have access to it. This is a serious mistake." Two parents of children who attend the elementary school also voiced objections to the committee's recommendation to remove the book. "I got the book and read it to my second-grader," one parent said. "He enjoyed the stories, and we showed him the pictures."

Incident: In Winfield School District, objections to *Ordinary People* by Judith Guest, on eleventh-grade reading list, for being "trash" and containing profane and obscene words. Removal from the reading list requested.

MISSOURI

Initiator: Parents.

Resolution: In response to a direct request from the objectors -- who did not follow the regular complaint procedure -- the school board decided to move the book from the mandatory reading list, where it had been part of the curriculum for ten years, and make it available as optional reading.

OTHER INCIDENTS

Incident: In St. Louis, a high school principal forestalled the inclusion of the results of a survey on teen-age sex in the school newspaper, saying the questions were in bad taste and that the survey had not been cleared with him in advance. The principal had pulled the newspaper's faculty advisor out of class and privately reprimanded her, even, according to the teacher, threatening her job.

The survey asked students if they had ever had sexual intercourse, an abortion, a sexually transmitted disease, etc. The student editor of the newspaper said that large numbers of teen-agers are sexually active and need information on sexual matters. He said the survey would have been only one element of the story and objected that school officials "don't want reality in the school paper."

Initiator: School official.

Resolution: The faculty advisor has decided to drop the matter in order placate school administrators and because the Supreme Court *Hazelwood* ruling makes a successful legal fight unlikely.

MONTANA

CHALLENGES TO INSTRUCTION

Incident: In Billings, objections to *The Witches* by Roald Dahl, in elementary-school library, for disturbing children and glorifying witches. "The fact is there are such things as witches," said one objector. "They are part of the Satanic Church." Removal requested.

Initiator: Parents.

Resolution: The superintendent followed a review committee's recommendation to keep the book in the library. After a subsequent appeal by the objectors, the school board upheld the superintendent's decision.

Witches author Roald Dahl, who suggested that the school district allow children to help the district decide the fate of the book, responded

MONTANA

to the challenge by saying, "This book is a fantasy and an enormous joke. We know that witches don't exist....The purpose of writing a book like *The Witches* is to write a book that children love to get them to read and love books."

OTHER INCIDENTS

Incident: In Billings, parents have mounted a campaign to ban all Halloween celebrations in elementary school classrooms for promoting religion. One of the objectors argued, "If we put something to do with our Lord up during Christmas or Easter -- that's considered religion. Yet you see witches and skeletons up there -- that's uplifting witches....Satanism is on the rise and it starts with things like this."

Initiator: Parents.

Resolution: After hearing testimony from both opponents and supporters of Halloween celebrations, a school board committee decided to allow district schools to continue observing the holiday with parties, costumes, and Halloween symbols.

NEBRASKA

CHALLENGES TO INSTRUCTION

Incident: In Lincoln, at a State Board of Education meeting, objections to "The Gnats of Knotty Pine," a book and instructional television program about animals, used in third grade classrooms in the state, for being "blatantly biased and slander[ing] hunters." Removal requested.

Initiator: Community member.

Resolution: The Board took no action on the complaint and informed the objector that local school officials, not they, are responsible for the selection of materials. Several members openly defended the challenged materials and deprecated any efforts to censor.

OTHER INCIDENTS

Incident: In Omaha, in 1985, a high school senior petitioned her school for the right to have her after-hours Bible-study group meet on campus. The school sponsored several allegedly non-curriculum-related groups, such as the chess club and scuba club, but did not allow non-school-sponsored groups to meet on campus. The principal told the student that the school could not sponsor her club without violating the constitutional separation of church and state, and asked that the club meet at a

NEBRASKA

church very nearby the school. The student and her fellow group-members sued the school, maintaining that the club had the right to meet on school property under the Equal Access Act of 1984, which stipulates that schools cannot disallow a club from meeting on school grounds for its religious affiliations, if other non-curricular clubs are allowed to meet there.

Resolution: The Supreme Court in June of 1990 handed down its ruling in *Westside v. Mergens*, upholding the group's right to meet on campus under the Equal Access Act.

NEVADA

CHALLENGES TO INSTRUCTION

Incident: In Las Vegas, objections to *Snow Bound* by Harry Mazer, in a junior high school library, for curse words. Removal requested initially. Request later changed to restriction.

Initiator: Parent.

Resolution: The book was reviewed and approved for use by a school panel and then, after the parent appealed the decision, approved once more by a district committee. The parent appealed that decision to the school board, where a decision is pending.

NEW HAMPSHIRE

CHALLENGES TO INSTRUCTION

Incident: In Haverhill, objections to *The Chocolate War* by Robert Cormier in use in a ninth-grade English class, for language, sexual depictions, and an overall negative outlook on life. Removal from curriculum requested.

Initiator: Parents.

Resolution: The book was evaluated by a review panel who decided to retain the book; the decision was appealed to the superintendent who supported the committee's decision. A second appeal to the school board was rejected, and the book was retained.

Incident: In Rindge, objections to *Being Born* by Sheila Kitzinger, in elementary school library, for usurping parental rights. Removal requested.

Initiator: Parents.

NEW HAMPSHIRE

Resolution: After review, the book was retained in the library. The librarian, however, has been instructed not to buy any more of "those" (sex education) books.

NEW JERSEY

CHALLENGES TO INSTRUCTION

Incident: In Bernardsville, objections to the Newberry Award-winning *Jacob Have I Loved* by Katherine Paterson, in use in the sixth grade advanced reading class, for religious and moral reasons including references to menstruation, childbirth, breastfeeding, sexual desire, and loss of faith and anger at God. Removal requested.

Initiator: Parent.

Resolution: The school board voted to retain the book. School officials suspended reading assignments from the novel during a review process. The author, a parent and a minister's wife, sympathized with the parent's protective impulse, but thought that "the best way to protect children is to make them 'inwardly strong'....to me, it's a story of redemption."

Incident: In Monroeville, objections to Webster's Intermediate Edition Dictionary, on a teacher's reference shelf in a fourth grade classroom, for sexually explicit definitions. Removal from classroom requested.

Initiator: Parent.

Resolution: Following a review committee's recommendation, the school board removed the book from the classroom and moved all copies of this particular edition to the district middle school.

OTHER INCIDENTS

Incident: In Holmdel, a high school principal forestalled the publication of an edition of the school newspaper that would have featured several explicit articles on sex education, sexually transmitted diseases and the use of condoms.

Initiator: School administrator.

Resolution: Although student editors had ignored the principal's initial suggestion, then order, that the paper be pulled, the principal successfully prevented publication of the controversial edition by threatening to sue the newspaper's printer. The editors subsequently met

NEW JERSEY

with the district superintendent and high school principal and resolved to meet in the future to discuss, first, the possible publication of a new and revised edition on sex education issues and, second, the possible upgrading of the school's sex education curriculum.

Incident: In Mullica Hill, administrators at a junior high school censored two movie reviews (of the films "Mississippi Burning" and "Rain Man") from the school newspaper because the films were rated R. The ACLU is suing the school district on behalf of the student who wrote the reviews, contending that the school violated his First Amendment rights and challenging the *Hazelwood* Supreme Court ruling that broadened the editorial powers of school officials over student publications.

NEW MEXICO

CHALLENGES TO INSTRUCTION

Incident: In Albuquerque, objections to *Fried Feathers for Thanksgiving* by James Stevenson, in elementary school library, for promoting "witchcraft, the occult, and anti-Christian values," being a direct assault on the holy celebration of Thanksgiving, and encouraging low self-esteem. The objectors said, "I'm offended at the association between little green witches and a religious holy day." Removal requested.

Initiator: Parent.

Resolution: The superintendent upheld a unanimous decision by a review committee to retain the book.

Incident: In Albuquerque, objections to *The New Our Bodies, Ourselves* by the Boston Women's Health Collective, in a high school library, for being obscene, promoting lesbianism, making childbearing appear ugly, and promoting legalized abortion. Removal from the library requested.

Initiator: Parents.

Resolution: After review by an *ad hoc* committee of parents, teachers, and administrators, the book was retained in the library. A school administrator suggested that parents who object to library materials "should communicate those objections to their children." He added, "We welcome parents to become involved in the library/textbook selection process; we support their rights to monitor their children's activities, but we do not support restricting materials from any students to satisfy individual parent concerns."

NEW MEXICO

OTHER INCIDENTS

Incident: In Albuquerque, a teacher who showed the movie "Catch 22" in her high school English class, along with a school librarian who loaned the teacher the videotape, were suspended by district officials because the film is rated R. The same teacher had drawn criticism from community groups earlier this school year for showing "The Last Temptation of Christ" to students who had received parental permission. The "Last Temptation" uproar had earlier prompted the school board to adopt guidelines which require that films rated PG-13 or R be previewed by a school committee before they can be shown in the classroom.

A teacher's union spokeswoman reported that the teacher had not known the rating of "Catch 22" when she showed it to her class, saying the videotape was not stored with other R-rated videotapes in the library. A spokesman for one of the community organizations that had challenged the showing of "Last Temptation," the Albuquerque American Family Coalition, said the group was pleased by the action and urged that the teacher be dismissed. One school board member stated he was disgusted by the suspension, saying, "I think the suspension was wrong, and I think it's wrong for one group to hold an entire school district hostage."

Resolution: Both the teacher and the librarian were reinstated by the superintendent.

NEW YORK

CHALLENGES TO INSTRUCTION

Incident: In Accord, objections to *Boys Have Feelings, Too* by Dale Carlson, in the school library, for "sexual overtones." Removal requested.

Initiator: School administrator.

Resolution: A school committee restricted access to the books for students in grades 4-6.

Incident: In Bay Shore, objections to *The Prince of Tides* by Pat Conroy, in high school library, for rape scene. Removal requested.

Initiator: Parent.

Resolution: Parent dropped challenge when asked to file formal complaint.

NEW YORK

Incident: In Buffalo, objections to three books on teenage pregnancy, *Kids Having Kids, Teen Pregnancy,* and *Smart Choices,* in high school library, for mentioning abortion and listing Planned Parenthood. The objector compared Planned Parenthood to a "Nazi death camp." Removal requested.

Initiator: School board member.

Resolution: Pending. A review committee is considering the request.

Incident: In Camden, objections to *In the Night Kitchen* by Maurice Sendak, in elementary school library, for nude drawings of the little boy who is the main character. Removal requested.

Initiator: Parent.

Resolution: A review committee elected to retain the book, and the school board concurred.

Incident: In Central Valley, objections to *Born on the Fourth of July* by Ron Kovic, in ninth-grade class, for offensive language and situation. Removal requested.

Initiator: Parents.

Resolution: The teacher met with each of the parents to discuss the reasons for teaching the book. The teacher continued to teach the book with the option of alternate assignments for students. After the meeting, only a few parents decided to have their child read the alternate assignment.

Incident: In Colonie, objections to the magazine, *The Progressive,* in high school library, for offensive classified advertisements. The objector complained about ads for publications entitled "The Anarchist Cookbook," "Women Loving Women," and "Prove Christ Fictional." Removal requested.

Initiator: Student.

Resolution: A review committee unanimously recommended that the magazine be retained and the superintendent concurred.

Incident: In Liberty, objections on religious grounds to various aspects of a tenth-grade social studies class, including use of the book *Who Wrote the Bible?* by R. Friedman, and class discussion of social Darwinism.

NEW YORK

Alternate teaching materials for the class requested.

Initiator: Parents.

Resolution: The matter was appealed to the superintendent, who did not restrict class content.

Incident: In Morrisville, objections to *Summer of '42*, in junior and senior high school library, for offensive language and sexual content. Removal requested.

Initiator: Parent.

Resolution: A review committee of community members and school personnel voted to place book on restricted shelf requiring parental permission.

Incident: In New York City, objections to "Tower of Babel," an adapted short story based on the Tower of Babel story in Genesis, in eighth-grade English-communications class, for injecting religion into the classroom. Removal requested.

Initiator: School administrator.

Resolution: The material was removed from the teacher's lesson plan by the administrator. The teacher defended her choice by explaining that the story was used to demonstrate "the confusion before communication and was not being used in a religious context."

Incident: In New York City, objections to Karl Marx's *Das Kapital*, in twelfth-grade American history class, for being "politically subversive" and "difficult for students to read and grasp." Removal from reading list requested.

Initiator: School official and parent.

Resolution: Pending. The request is awaiting review and the decision of the principal and chancellor.

Incident: In Utica, a school official sent a memo to district librarians instructing them to "check all library books and remove from the shelves anything that pertains to the occult, Satanism, devil worship, Lucifer, voodoo, witchcraft, black magic, the black mass and any other type of perversion that encompasses cult activities, including religious cults such as the Reverend (Sun Myung) Moon's group."

NEW YORK

Initiator: School official.

Resolution: The directive was issued after a seminar was held in the local area on "Satanism, the Occult, and Child Victims." The school official said that she was simply "alerting" librarians to a phenomenon that could "endanger children." No action was taken by the district librarians.

Incident: In Whitesville, objections to *Go Ask Alice* (Anonymous), in use in tenth-grade English class, for offensive language and sexual scenes. Removal from reading list and dismissal of teacher requested.

Initiator: Parents.

Resolution: Although the teacher sought guidance from administrators in planning her course, she was told to do what she wanted, to develop her own curriculum. In response to this complaint, she was told not to teach the book and to be more sensitive to community values. In May, 1990, she was informed that she was being fired.

OTHER INCIDENTS

Incident: In Binghamton, a counselor from Planned Parenthood was banned from the school campus and from all district schools. Previously, speakers from both pro-choice and anti-abortion groups as well as birth control providers had been allowed to speak in the district high schools. The regular process by which a committee evaluates this type of request was bypassed.

Initiator: School official.

Incident: In Stony Brook, objections to *Sex, Drugs, and AIDS*, a book on display at a middle school book fair, for undermining family values and discussing sexual issues. Removal from book fair requested.

Initiator: Parent.

Resolution: The department chairman refused to remove the book. The parent then hid the book, but school staff found it and returned it to the display.

NORTH CAROLINA

CHALLENGES TO INSTRUCTION

Incident: In Boone, objections to several short stories by Rudyard Ki-

NORTH CAROLINA

pling including "How the Leopard Got His Spots," in elementary school library, for racial slurs. Removal requested.

Initiator: Parent.

Resolution: Initially the media advisory committee voted to retain the book. The parent appealed this decision to the county media review committee, which then voted to remove the book. After this decision members of the first committee and members of the PTA made a final appeal to keep the book on the shelf. In a public meeting the board of education reversed the decision of the county committee and restored the book to the library.

Incident: In Macon County, objections to *Tex* by S.E. Hinton, in a middle school English class, for profanity, especially using God's name in vain. Removal from district libraries and curricula requested.

Initiator: Parent.

Resolution: A review committee recommended that the book be retained and the Macon County school board upheld this recommendation in their decision.

Incident: In Mecklenburg County, objections to experimental teaching methods in use in an elementary school, because of teachers' "anti-establishment" leanings and "New Age Curriculum." Objectors claim that "New Age is nothing but closeted Satanism," calling it an "eastern, heathen religion." Removal of curriculum requested.

Initiator: Concerned Charlotteans.

Resolution: The incident has been recorded on the teachers' records. They can continue their teaching methods, although any non-state approved materials must first be approved by the media committee before being used in the classroom.

Incident: In Wilmington, objections to *Tuck Everlasting* by Natalie Babbitt, in use in the fourth-grade advanced studies enrichment class, for promoting Satanism. Alternative assignment requested.

Initiator: Parent.

Resolution: Ignoring the school review policy and without reading the book, the principal removed the book from the classroom and school library "for the year." The book remains on the county approved reading list.

NORTH DAKOTA

No challenges to instruction or other incidents were reported in North Dakota in 1989-90.

OHIO

CHALLENGES TO INSTRUCTION

Incident: In New Richmond, objections to *My Brother Sam is Dead*, in use in fifth-grade American history class, as "sacreligious" and for inappropriate language. An alternative assignment was rejected, and removal from the curriculum requested.

Initiator: Parents.

Resolution: After the alternative assignment of *Johnny Tremain* was rejected by the parents, the school board directed teachers to stop using the book, pending the availability of an abridged edition. This was not available, so the book has been removed and replaced in the curriculum by *Johnny Tremain*. The board will re-evaluate *My Brother Sam is Dead* next year.

OTHER INCIDENTS

Incident: In Butler County's nine school districts, evolution is presented in biology classes as an explanation of how species adapt to changing environments, but discussion of the theory in relation to the origin of life is avoided. One school official summed up their policy: "We don't really espouse the theory of evolution. It's just one of several scientific concepts that we address. We suggest to students to make that decision in their own minds. As public educators, it is not for us to persuade." Another school official commented, "We don't openly approach the subject. We just touch on the fact that it's a theory. We leave it open for the students to make their own individual decisions."

OKLAHOMA

CHALLENGES TO INSTRUCTION

Incident: In Bartlesville, objections to *Where the Sidewalk Ends* by Shel Silverstein, in elementary school library, for teaching poor manners and behavior to children. Removal requested.

Initiator: Parent.

Resolution: A district review committee decided to keep the book on library shelves.

OKLAHOMA

Incident: In Jenks, objections to use of the curriculum *Workshop Way*, a program to help inner-city children develop study skills and inner discipline, in use at district elementary schools, for undermining parental authority, fostering New Age ideas and symbols, and promoting Eastern religion. Removal requested.

Initiator: Parents.

Resolution: Following a public hearing which included a presentation by school and district staff and parental debate for and against *Workshop Way*, the school board voted unanimously to retain the curriculum.

OREGON

CHALLENGES TO INSTRUCTION

Incident: In Astoria, objections to *Wait Till Helen Comes* by Mary Downing Hahn, in elementary school library, for depiction of the supernatural, a "morbid" and "hopeless" portrayal of death, frightening cover art and "content beyond the maturity level of grade school children." According to the parents, "this book deals with the supernatural, we believe that the supernatural is very real, and is a threat to an individual's peace." Removal requested.

Initiator: Parents.

Resolution: Following the recommendation of a review committee, the school board voted unanimously to retain the book without restrictions. After the school board vote, one of the objecting parents said, "When a challenge is made, I think the mentality of the school teachers is to protect the books. I think that's a bias that you do have."

Incident: In Cascade Locks, objections to *85 Tests*, a compilation of self-evaluation exercises, in the K-12 school library, for its questions on birth control. Removal requested.

Initiator: Parent.

Resolution: A review committee voted to place the book on restricted access, available only to students in grades 9-12.

Incident: In Hood River, objections to the award-winning *A Wrinkle In Time* by Madeleine L'Engle, a library book that was being used in a fifth grade class, for containing "things associated with sorcery, withcraft, demonistic power, mind reading." Claiming that the

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theme of the book was "demonistic magical power," the objector stated, "The Bible warns us to stay away from such things." The objector requested that his son not be assigned the book and that it be re-evaluated by the school staff.

Initiator: Parent.

Resolution: The objector based his complaint on the book's cover and two chapters. Following a thorough review (including correspondence with the book's author) by a nine-member committee who recommended that the book be retained, the school board voted to retain the book. In a letter to district school officials, the author explained her views of the controversy and the book: "Alas, I suspect the parent who sees witchcraft and sorcery in *A Wrinkle in Time* calls her/himself a 'Christian.' Thus far, it has been only 'Christians' who have misunderstood and attacked this book. We find what we look for, we human beings, and if a parent is looking for witchcraft and sorcery, that parent is going to find it whether it's there or not. And of course, *A Wrinkle in Time* is about neither....I see the book as my affirmation of a God of love."

Although district policy requires that books remain in use during a review, school officials discovered that copies of *A Wrinkle In Time* had disappeared from three district libraries and the book was also found missing from the local public library. Though the copies and culprits were never found, two local churches volunteered to replace the missing books.

Incident: In La Grande, objections to *The Horror of High Ridge* by Julius Goodman, in elementary library, for "gruesome violence imposed on young readers' imaginations." Said the objector, "The pen *is* mightier [than] the sword. Material like this book slashes young minds to impotent shreds." Removal requested.

Initiator: Parents.

Resolution: A district committee recommended that the book, a mystery novel which offers readers a variety of endings, be removed from the elementary school library. The book may be moved to the middle school library.

Incident: In Mulino, objections to *Down a Dark Hall* by Lois Duncan, in elementary school library, for its explicit description of dead spirits. The book, said the objector, "can open doors in [children's] minds that do not need to be opened." Removal requested.

Initiator: Parent.

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Resolution: Following the recommendation of a review committee, the school board voted to retain the book.

Incident: In Prineville, objections to *Angel Dust Blues* by Todd Strasser, in middle school library, for objectionable language and explicit sexual content. Removal requested.

Initiator: Parents, teachers, religious leaders.

Resolution: A review committee made an ambiguous recommendation that the book remain in the middle school library unless its use there would be restricted, in which case it should be moved to unrestricted use at the high school. The school board voted to remove the book from the middle school and place it in the high school.

Incident: In Salem, objections to *The Last Mission* by Harry Mazer, in the middle school library, for foul language. Removal requested.

Initiator: Parents.

Resolution: The school board upheld a review committee's decision to retain the book without restriction.

Incident: In Salem, objections to *A Light In The Attic* by Shel Silverstein, in elementary library, for poems which encourage children "to do the opposite" of what they are taught by their parents. Removal requested.

Initiator: Parent.

Resolution: The school board voted to keep the book on library shelves, upholding a recommendation made by a review committee when the book was last challenged in 1982.

Incident: In Salem, objections to *Scary Stories to Tell in the Dark* by Alvin Schwartz, in elementary school library, for Satanic illustrations that glorify pain, the powers of evil and the preying upon the innocent by evil. Removal requested.

Initiator: Parent.

Resolution: The school board voted to uphold a review committee recommendation that the book be retained without restrictions.

OREGON

Incident: In Salem, objections to *The View from the Cherry Tree* by Willo Davis Roberts, in elementary school library, for objectionable language and because one character is a drug dealer. Removal requested.

Initiator: Parent.

Resolution: Following the recommendation of a review committee, the school board voted to keep the book on library shelves.

Incident: In Sandy, objections to *Servants of The Devil* by Thomas G. Aylesworth, in school library, for its explicit depiction of devil worship and sacrifice. Removal requested.

Initiator: Parent.

Resolution: The school board upheld a review committee's recommendation to remove the book from library shelves and replace it with an alternative selection.

Incident: In Springfield, objections to the play "Blithe Spirit" by Noel Coward, produced in the high school, for promoting Satanism and New Age religion. One objector said, "I just don't believe that contacting the spirit world is something high school kids should be doing or studying or thinking about....I think it's getting into the New Age religion, the Shirley MacLaine kind of stuff." In a letter to the editor, a community opponent of the "Blithe Spirit" production wrote that the play has "no place in a public school of education" and "goes right along with other occult activities being allowed in several schools in the district." Removal requested.

Initiator: Parents.

Resolution: The principal decided that the play should proceed, and that the parents' complaint would be evaluated after the production had ended.

Incident: In Troutdale, objections to *After the First Death* by Robert Cormier, in use in a ninth grade humanities course, for its portrayal of teen suicide and depiction of the P.L.O. and the U.S. Army. Removal from assigned reading list requested.

Initiator: Parent.

Resolution: The school board voted to uphold a review committee's recommendation to keep the book on the assigned reading list.

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Incident: In Troutdale, objections to *House Made of Dawn* by N. Scott Momaday, in high school library and on alternate reading list, for explicit sexual content. Removal requested.

Initiator: Parents.

Resolution: The school board retained the book, following the recommendation of a review committee.

OTHER INCIDENTS

Incident: In Astoria, the ACLU filed a complaint on behalf of a district parent objecting to the use of the Bible in an eighth grade literature class, for violating the First Amendment.

Initiator: Parent and ACLU.

Resolution: In response to the complaint filed with the state schools superintendent, the lessons were cancelled for this school year. The state superintendent's findings noted that the purpose of the instruction was alleged to be improving reading skills and learning about the literary and historical value of the Bible. However, there was no evidence that supplementary readings listed in the syllabus were used or that the Bible was studied in a literary, cultural or historical context. A Bible was distributed to each student in the class and used as the exclusive text for a six-week period.

Incident: Officials of the Siuslaw National Forest and the state Department of Forestry removed the Woodsy Owl "Give a Hoot, Don't Pollute" campaign from schools in the western part of the state, to avoid confusion in students' minds between Woodsy Owl and the controversial campaign to save the northern spotted owl. The campaign has heightened emotions between environmentalists and loggers of the timber land that is the owl's habitat. "Right now is not the time to have Woodsy in the limelight," commented one forest official.

PENNSYLVANIA

CHALLENGES TO INSTRUCTION

Incident: In Armstrong School District, objections to elementary school guidance programs, including the "Developing Understanding of Self and Others" (DUSO) program, for "dealing with mind altering, values clarification, and the practice of the occult and humanism...cleverly disguised and designed to cast doubt in our children's minds concerning the values and morals held by their own parents." Removal requested.

PENNSYLVANIA

Initiator: Armstrong County Taxpayers League.

Resolution: In addition to the challenge to DUSO, the league campaigned to remove all guidance counselors. The challenge to DUSO has since been dropped.

Incident: In Tyrone, objections to the short story "Where Are You Going, Where Have You Been" by Joyce Carol Oates, on high school supplemental reading list, for profanity and sexual allusions. The spokesperson for the objectors argued that "as good Christians we don't want what we're teaching at home torn down at school." Removal requested.

Initiator: Parents.

Resolution: The parents initially brought their complaint to the school board, but the superintendent insisted that a formal complaint be filed and the district review policy followed. The school board voted to uphold a review committee's decision to keep the book on the supplemental reading list. The objecting parents, displeased with the decision, continued to review supplemental and suggested reading lists, noting that they objected to other books on the list, such as *Couples* and *Rabbit is Rich* by John Updike and *The Color Purple* by Alice Walker. The parents intended to file formal complaints against the books.

OTHER INCIDENTS

Incident: In Conestoga Valley School District, objections to *Life Science*, a textbook under consideration for the seventh grade, for expressing evolution as fact. Reconsideration by the school board requested.

Initiator: Parent.

Resolution: The textbook was adopted by the school board after review.

RHODE ISLAND

No challenges to instruction or other incidents were reported in Rhode Island in 1989-90.

SOUTH CAROLINA

CHALLENGES TO INSTRUCTION

Incident: In Hilton Head, objections to the production of the play "Agnes of God" by John Pielmeir, presented by a high school advanced

SOUTH CAROLINA

drama class as part of a unit on controversial theatre. Objectors felt the play was "insensitive" to the [Roman] Catholic religion." Cancellation of the production requested.

Initiator: Local church members.

Resolution: After meeting with groups both for and against the play, school officials reached the compromise of presenting one dress rehearsal and one performance with an invited audience.

OTHER INCIDENTS

Incident: In Beaufort County, a high school sex-education program, Education in Sexuality, was rejected by the school board in response to pressure from two parents. Education in Sexuality, a state-approved course, had been chosen by a district committee of community members, clergy and educators. The rejection prompted a public outcry and more than 3,000 community members signed a petition to urge the board to change its decision. The board chose to substitute Sex Respect, a program promoted by the Eagle Forum, aimed at grades 6-8, which had been rejected by the state. One high school student called Sex Respect "sophomoric even for sophomores," and said it risked "being laughed out of the classroom by students." Others, arguing that Sex Respect was not accurate or comprehensive, said the program consisted of "insulting misinformation."

The board refused requests from teachers, community members and students to reconsider their decision. The Coalition for Responsible Education, formed in response to the controversy by area medical doctors, psychiatrists, clergy and parent-teacher organizations, also appealed for reconsideration. The board implemented the Sex Respect program, with supplementary materials. Some 35 percent of the district high school students have chosen not to participate in the program.

SOUTH DAKOTA

No challenges to instruction or other incidents were reported in South Dakota in 1989-90.

TENNESSEE

No challenges to instruction or other incidents were reported in Tennessee in 1989-90.

TEXAS

CHALLENGES TO INSTRUCTION

Incident: In Corpus Christi, objections to *Raise Up Off Me*, an autobiography of jazz musician Hampton Hawes in the high school library, for "vulgar language, unacceptable ideas and descriptions of abnormal sexual activity." Removal requested.

Initiator: Parent, local clergy, Citizens for Excellence in Education.

Resolution: The school board upheld a review committee's decision to keep the book on library shelves. Local clergy and a local CEE organizer called for the board to reconsider its decision, and the objecting parents threatened more complaints against books, particularly Alice Walker's *The Color Purple*.

Incident: In Leander, objections to an elementary school library book, *In the Rabbit Garden* by Leo Lionni, for undermining family values and undermining authority. Removal from all district libraries requested.

Initiator: Parent.

Resolution: The book was removed from all district libraries.

Incident: In Leander, objections to *Blubber* by Judy Blume, in junior high library, for offensive language and children behaving cruelly. Removal from district libraries requested.

Initiator: Parent.

Resolution: The book was removed from district elementary libraries, but retained in junior high libraries.

Incident: In Lewisville, objections to *The Book About the Human Body* by Joe Kaufman, in elementary school library, for its explicit illustrations depicting development of the fetus and written explanation of conception. Removal requested.

Initiator: Parents.

Resolution: The book was retained on the basis of a unanimous recommendation of a review committee.

Incident: In Lubbock, objections to Quest, a self-esteem development and drug prevention program in use in district high school health education

TEXAS

classes, for values clarification, using Eastern religion visualization exercises and promoting drug use among students. Removal requested.

Initiator: Parents.

Resolution: After meeting with objecting parents, school district officials allowed parents to have their children excused from Quest lessons and shortened the length of time devoted to the Quest program in district schools.

Incident: In Mission, objections to *The Magic Book* by Willo Roberts, in elementary school library, for "having Satanic actions and containing cult rituals." Removal requested.

Initiator: Parent.

Resolution: A review committee recommended the book be retained, and, after an appeal by the parent, the school board upheld the committee's decision.

Incident: In Odessa, objections to four Halloween books (*Witch's Sister, Witch's Water* and *Witch Herself* by Phyllis Reynolds Naylor and *Black Magic, White Magic* by Gary Jennings) in two elementary school libraries, for containing occult references and passages that "glorified witches and could lead children into occult worship." Stated one parent, "I would like them to take the books off the shelves permanently. I know a lot of people will say it's censorship, but it's not because you still have public libraries and bookstores." "We want this trash off our libraries," said another. Removal requested.

Initiator: Parents.

Resolution: In accordance with district procedures, the parents first filed complaints with the principals at the respective schools, where the requests for removal were evaluated by committees of school staff and subsequently denied. The parents proceeded to join forces and, armed with a petition of signatures of more than 400 parents and community members, appealed the decision to the school board. Following the recommendation of the district superintendent, who had stated that he would let his own elementary-school-age children read the challenged books, the board unanimously voted to deny the request.

Incident: In Plano, objections to *The Book of Daniel* by E.L. Doctorow, in high school library, for offensive language, sexual connotations and depiction of a mentally and emotionally disturbed young man. Removal requested.

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Initiator: Parent.

Resolution: A review committee voted to keep the book on library shelves.

OTHER INCIDENTS

Incident: In several communities in Texas, school officials have prohibited students from wearing jewelry, clothing or symbols alleged to be related to Satanism or the occult. Banned items include the peace sign ☮, the anarchy symbol Ⓐ, triangles, Heavy Metal music shirts or paraphenalia, the color black, the "hexagram" or circumscribed Star of David ✡ and the "horned hand" gesture, almost identical to the symbol for the University of Texas Longhorns.

Prohibitions have been ordered in eight Texas communities, including schools in Ector County, Wichita Falls, Grand Prairie, Pasadena, Katy, De Soto and Baytown. Most school districts do not have formal policies banning Satanic items but instead convey general warnings and guidelines to the local schools, with enforcement at the discretion of principals. In addition, the Texas Association of School Boards, an independent state association representing the school boards of the state's 1,100 school districts, adopted a set of guidelines for school boards endorsing strict dress codes prohibiting "disruptive" clothing.

The fear of Satanism and the occult in Texas was stirred by the cult-related massacre in Matamoros, Mexico, in spring 1989. Concerns have been exacerbated by a group of police investigators of cult-related crimes who have made speeches at major locations around Texas, including the University of Houston. They have warned school personnel about the alleged spread of Satanism among students, and provided them with a description of symbols and pieces of clothing considered to have Satanic overtones.

Following are some examples of the incidents in the state:

- In Odessa, the school district adopted a policy banning any clothing or jewelry thought to be associated with Satanism, death or evil. The policy is enforced at the discretion of school officials. One school principal stated that students can wear a peace sign if an investigation, including a call to parents, proves the youth is not leaning toward Satanism.

- In Wichita Falls, school officials prohibited T-shirts with needles dripping with blood, screaming skulls and crossbones. Sixty students staged a sit-in protesting the school policy and were told to change their shirts or face suspension. Twenty-one students were suspended. One student stated, "We're fighting

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for our rights. It's not my T-shirt. It's the principle."

• In Pasadena, the peace symbol is outlawed in at least six schools. Students wearing T-shirts with the peace sign have been sent home to change their clothes. One twelve-year-old student noted, "If they ban peace symbols, they'll have to ban basic geometry because of all its lines and circles."

• In Baytown's Goose Creek school district, the peace symbol is prohibited.

• In Houston, in a related incident, the school district refused to print the winning design in a world peace book cover contest for students because it contained a peace sign on it. (Teachers subsequently printed the book covers on their own.)

Incident: In Forth Worth, objection to a survey about homosexuality in a high school newspaper. The principal told the newspaper staff that distribution of the newspaper with the survey would not be allowed. The staff took their case before the school board which ruled that, with some changes, publication was permissible.

Incident: In Irving, a family objected to the presence of several Christian student clubs that had operated on Irving school campuses for decades.

Initiator: Community members.

Resolution: The family filed a formal complaint with the Texas Education Agency, and the State Schools Superintendent prohibited the clubs from meeting on Irving campuses, ruling that they violated First Amendment freedoms. After four hours of testimony from 69 speakers, all but two supporting the reinstatement of the banned clubs, the school board initially voted to direct administrators to devise a legal way to allow the religious clubs back into the schools. At the hearing, one supporter of the clubs, a district high school senior, said, "When the day comes that the anti-Christs and the atheists drive the Christians out of the public schools, the Christians aren't doing their jobs." In turn, an opponent of the clubs argued, "I ask you to consider the children of families who are not Christian. Should these children be made to feel different, inferior or left out?" But after three subsequent meetings on the matter and a groundswell of community opposition to the religious clubs, the board reversed its position and voted to table the issue until after the Supreme Court *Mergens* case decision, which framed a similar issue. The court ruled in *Mergens* in 1990, but the matter has not been resolved in Irving.

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Incident: In Temple, objections to the school district's elementary sex education program, Self-Responsibility Curriculum, for not teaching "true abstinence" and because it had a "pervading humanistic philosophy" and "New Age philosophy." The "humanistic" philosophy removes distinctive sex roles, which is a precursor to "homosexuality, lesbianism, suicide and incest," according to opponents.

Initiator: Parents.

Resolution: The program has been reviewed by a community advisory committee. Teachers will review the program, taking into account the considerations of the community group, and then the community group will have a second chance to make further suggestions before the curriculum is given final approval.

UTAH

OTHER INCIDENTS

Incident: In Salt Lake City, school officials asked the corporate sponsor of an exhibit on the Holocaust to remove an article about the Nazi repression of homosexuals in educational materials accompanying the exhibit, "The World of Anne Frank, 1929-1945." The objections were raised because of a Utah law that states "the 'acceptance of or advocacy of homosexuality as a desirable or acceptable sexual adjustment or lifestyle' may not be taught in Utah." The materials were prepared for teachers planning field trips to the exhibit. The sponsor stated, "We were specifically told never to mention the homosexuals."

The article was restored after school officials met with groups opposed to the removal of the article.

VERMONT

CHALLENGES TO INSTRUCTION

Incident: In Burlington, objections to *Pet Sematary* by Stephen King, as well as all other Stephen King books, in high school library, for supernatural and "evil" content. Removal requested.

Initiator: Parent.

Resolution: Parent chose not to follow formal complaint process, instead complaining informally to school librarian. Books remained in the library.

VERMONT

Incident: In Milton, objections to *Then Again, Maybe I Won't* by Judy Blume, in fifth-grade classroom, for having a "perverted" main character and for being inappropriate for fifth-graders. Removal from classroom bookshelves requested.

Initiator: Parent.

Resolution: A school committee reviewed the book and decided to retain it.

Incident: In Springfield, objections to *The Learning Tree* by Gordon Parks, in junior high library, for offensive and violent passages. Removal requested.

Initiator: Parent.

Resolution: After a conference with the parent, the librarian put the book on a restricted shelf.

VIRGINIA

CHALLENGES TO INSTRUCTION

Incident: In Fairfax, objections to a play, "The Children's Story" based on a story by James Clavell, scheduled to be performed at a statewide theatre festival by the high school drama group, in which characters cut up an American flag, for desecrating a "sacred" symbol. The objector stated, "I spent 20 years in the Marine Corps and that flag means a lot to me." Request to remove play or replace the flag with "neutral cloth."

Initiator: Parent.

Resolution: The objecting parent requested that the flag be replaced in the play by a "neutral cloth," but the drama group's coordinator demurred, insisting that removing the flag would ruin the impact of the play. In the scene in question, the United States has been conquered by another power. In a school run by the conquerors, the teacher is exploring how well young children understand such symbols as the Pledge of Allegiance and the flag. She says that if the flag is so good, everyone should have a piece. She instructs the children to cut up the flag and distribute the pieces.

The high school principal elected to drop the play altogether, to avoid possible legal consequences, stating that he "didn't want to put students in a situation where they would be arrested." The objector stated that he would have brought federal marshals to the production and pressed charges if the scene had been performed.

VIRGINIA

Incident: In Springfield, objections to *Hitler's Hang-ups* by Mina C. and H. Arthur Klein, in middle school library, for explicit sexual details about Hitler's life. Removal requested.

Initiator: Parent.

Resolution: A school review committee voted to keep the book on library shelves.

OTHER INCIDENTS

Incident: In Chesapeake, a brochure used in family life education classes that presents virginity as a gift from God and which warns that "God condemns the sin of fornication" has been challenged by the ACLU for violating the separation of church and state. Responding to the threat of a lawsuit, the district superintendent said he had no plans to alter or remove the brochure, while the president of the school board said he believes the school system has a responsibility to teach moral absolutes and vowed to fight the challenge, saying he's not going to "be a wimp about this issue." The brochure, titled "Dating and Your Right to Choose," is distributed to ninth graders and tells them to abstain from premarital sex on religious grounds.

In response to the ACLU's threat of legal action, a group sponsored by M.G. "Pat" Robertson called the Christian Coalition offered to support any legal efforts taken by the school to retain the brochure.

The brochure is up for review by the school board this summer, and it is most likely that it will be dropped from the curriculum. The ACLU claims that this action is due to their organization's efforts; however, the Christian Coalition also claims victory because, "[w]e know for a fact that the things we wanted retained in the curriculum, not the brochure, but the values we hold dear, are being retained."

Incident: In Fairfax County, several high school principals ordered student editors not to publish an advertisement for the Sexual Minority Youth Assistance League (SMAYLE), a gay and lesbian youth group, in student newspapers. In Annandale one editor appealed the principal's decision to the district superintendent, who sought legal advice and persuaded the principal to change his mind.

Incident: In Harrisonburg, a thirty-year old tradition of students receiving copies of the Bible from a civic group at the graduation ceremony was banned by the district upon the recommendation of the district's attorney. Community members felt that this was insensitive to non-Christian students.

VIRGINIA

Initiator: School officials.

Resolution: After student protests, the two sides decided to work out a compromise where students who want the Bibles would receive them, but not at the graduation ceremony. The final resolution is still pending.

Incident: In the Stafford school district, an official of the American Life Lobby asked the school board to adopt a policy stating that "all public school instruction on moral issues be based upon foundational Judeo-Christian values." The group supporting the adoption of the policy cited a similar statement adopted by another Virginia district last year that was ruled legal by the state attorney general. The school board agreed to consider the request.

WASHINGTON

CHALLENGES TO INSTRUCTION

Incident: In Anacortes, objections to the Holt, Rinehart and Winston reading series "Impressions," newly adopted for use in grades K-6, for promoting witchcraft. One objector complains: "The chants and spells that the kids are asked to participate in are not just poems. They are no different than prayers, which are not encouraged or allowed." Complaints about the series started before adoption. After adoption, objectors requested that the books not be purchased, and threatened legal action if the series was used.

Initiator: A local group, Parents Resource for Educational Responsibility (PREFER) and other parents, using materials from Coeur d'Alene controversy.

Resolution: Pending. The board voted to adopt the series, despite the initial protests. Parents opposing the books have threatened to sue the district, for violating their children's freedom of religion by promoting witchcraft if the board does not rescind adoption, conduct public hearings and then offer an alternative series for those who object. Formal complaints to the district are being considered by a review committee.

Incident: In Longview, objections to *Stotan!* by Chris Crutcher, in middle school library, for profanity, sexism, sadism, racism and explicit violence. Removal requested.

Initiator: Teacher.

Resolution: Although the teacher tried to short-circuit the school's

WASHINGTON

challenged curriculum process, the process was followed. The building's Instructional Materials Committee voted to retain the book and the school superintendent upheld this decision.

Incident: In Maple Valley, objections to *The Goats* by Brock Cole, in junior high school library, for presenting poor role models, negative values and for being "adverse to development of ethical standards." Removal requested.

Initiator: Parent.

Resolution: Parent dropped the complaint after principal explained the library's book selection policy and the book was retained.

Incident: In Pullman, objection to *My Sweet Audrina* by V.C. Andrews, in middle school library, for themes related to sexual violence. Removal requested.

Initiator: Parent.

Resolution: A committee of teachers voted to remove the book, but the school librarian appealed that decision. The school board decided to retain the book.

Incident: In Spokane, objection to the magazine *Ladies Home Journal*, in middle school library, for sexual content in an advertisement called "inappropriate" for young adults. Removal requested.

Initiator: Parent.

Resolution: The parent withdrew complaint after the magazine ceased carrying the objectionable ad.

Incident: In Spokane, objection to *Nightmares: Poems to Trouble Your Sleep* by Jack Prelutsky, in elementary school library, for promoting fear in children because the "whole book is based on evil." Removal requested.

Initiator: Parent.

Resolution: After review by a committee, the book remained in circulation.

WASHINGTON

Incident: In Spokane, objection to *Scary Stories to Tell in the Dark* by Alvin Schwartz, in elementary school library, for gloomy subject matter. Removal requested.

Initiator: Parent.

Resolution: Pending. The objection was referred to a school review committee.

Incident: In Spokane, objection to *Thrasher* magazine, in elementary school library, for offensive language, sexual connotations and Satanic messages inappropriate for elementary school students. Request to reassign the book to a different grade level.

Initiator: Library media specialist.

Resolution: The magazine was removed from all district school libraries and all subscriptions cancelled.

Incident: In Spokane, objection to *The Witch's Handbook* by Malcolm Bird, in elementary school library, for Satanism and inappropriate subject matter. Removal requested.

Initiator: Parent.

Resolution: After review by a committee, the book remained in circulation.

Incident: In Spokane, objection to *Where's Waldo* by Martin Handford, in elementary school library, for explicit subject matter. Removal requested.

Initiator: Parent.

Resolution: The book was retained.

Incident: In Vancouver, objections to *Bumps in the Night* by Harry Allard, in elementary school library, for teaching "children a way to speak with ghosts through a Satanic way." Removal requested.

Initiator: Parent.

Resolution: The school's Instructional Materials Committee decided to retain the book.

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Incident: In Vancouver, objections to *Sex: Telling It Straight* by Eric W. Johnson, in elementary school library, for sexually explicit language and content, including statements on birth control, homosexuality, human beings as a special kind of animal, masturbation and sexual positions. Removal requested.

Initiator: Parent.

Resolution: The school's Instructional Materials Committee decided to retain the book, but this decision was appealed to the school board. The board voted to retain the book.

Incident: In Vancouver, objections to *Forever* by Judy Blume, in junior high library, for sexually explicit content and references to the use of drugs; to *Eye of the Needle* by Ken Follett, in junior high library, for sexual content; to *The Key to Rebecca* by Ken Follett, for "several explicit, perverted sex scenes." Removal from all district high school and junior high libraries requested.

Initiator: Parents.

Resolution: All three were retained in the district, but *The Key to Rebecca* was moved from the junior high library to the high school on the review committee's recommendation.

OTHER INCIDENTS

Incident: In Walla Walla, objections to the Holt, Rinehart and Winston reading series "Impressions," under consideration for adoption for use in grades K-5, for being anti-Christian and violent. Objectors requested the school board not to adopt the series.

Initiator: Parents, using flyer distributed by Citizens for Quality Education in Coeur d'Alene.

Resolution: The school board voted to adopt the series in grades K-5.

WEST VIRGINIA

CHALLENGES TO INSTRUCTION

Incident: In Washington, objections to *Scary Stories to Tell In the Dark* by Alvin Schwartz, in elementary school class, for containing "gruesome" stories and poems about suicide, cannibalism and grave-robbing. Removal requested.

WEST VIRGINIA

Initiator: Parent.

Resolution: The parent met with school officials and subsequently dropped the challenge without filing complaint.

WISCONSIN

CHALLENGES TO INSTRUCTION

Incident: In Amherst, objections to the use of a Ouija board, a board game alleged to have mystical powers, in high school psychology course, for promoting religion. Removal requested.

Initiator: Parents, pastor of local church and Concerned Women for America (CWA).

Resolution: Pending. Concerned Women for America is currently working on a suit against the district, contending First Amendment violations. The game remains in the curriculum.

Incident: In Delafield, objection to *I Know I Am A Witch*, in an elementary school library, because the objector does not "feel that young children would or should know so much about witchcraft. This girl has in her possession a Ouija game, crystal ball and books regarding potions, magic and spells." Removal from library requested.

Initiator: Parent.

Resolution: The book was retained.

Incident: In Eau Claire, objections to *The Wizard in the Tree* by Lloyd Alexander, on optional list for some intermediate reading classes and in several school libraries, for violence and offensive language, including the words "hell," "damn," "jackass" and "slut" and the phrase "go to the devil." Removal from classes and district libraries requested.

Initiator: Parent.

Resolution: A review committee voted to keep the book in the district.

WYOMING

CHALLENGES TO INSTRUCTION

Incident: In Jackson Hole, objections to Quest, a self-esteem development and drug abuse prevention program, in a district elementary school, for encouraging drug use among students, using values clarification and promoting secular humanism. Removal requested.

WYOMING

Initiator: Parent.

Resolution: Pending. The program will be reviewed by a community advisory committee at end of the summer.

Incident: In Ten Sleep, objections to *The Color Purple* by Alice Walker, on suggested reading list in sophomore high school English course, for language, sexual content and, in the words of one board member, for being "nothing but a bunch of trash." Removal requested.

Initiator: Community member.

Resolution: The school board voted to uphold a review committee's decision to retain the book.

APPENDIX A:
CHALLENGED MATERIALS

The Adventures of Huckleberry Finn, Mark Twain	CA
After The End, ed. Issac Asimov	MI
After the First Death, Robert Cormier	OR
"Agnes of God," John Pielmeir (play)	SC
"All God's Chillen Had Wings" (story)	MD
America's Very Own Ghost, Daniel Cohen	MI
Amos Fortune, Free Man, Elizabeth Yates	MD
"And They Dance Real Slow in Jackson," Jim Leonard Jr. (play)	CA
Angel Dust Blues, Todd Strasser	OR
Being Born, Sheila Kitzinger	NH
The Bible	OR
Biology, Norma K. Wessells and Janet L. Hopson (textbook)	KY
"The Black Cat," Edgar Allen Poe (story)	CA
Black Magic, White Magic, Gary Jennings	TX
"Blithe Spirit," Noel Coward (play)	OR
Blubber, Judy Blume	KY, TX
The Book About the Human Body, Joe Kaufman	TX
The Book of Daniel, E.L. Doctorow	TX
Born on the Fourth of July, Ron Kovic	NY
Boys Have Feelings, Too, Dale Carlson	NY
The Bridge to Terebithia, Katherine Paterson	CA

Bumps in the Night, Harry Allard	WA
The Catcher in the Rye, J.D. Salinger	CA (4)
"Catch 22" (film)	NM
Cerberus, Bernard Evslin	MO
The Challenge of Freedom (textbook)	IL
The Chocolate War, Robert Cormier	CA, MI, NH
"The Children's Story," James Clavell (play)	VA
Collected Poems 1947-1980, Allen Ginsberg	IN
The Color Purple, Alice Walker	CA, WY
Concepts in Science (textbook)	CO
"The Crucible," Arthur Miller (play)	ME
The Crystal Cave, Mary Stewart	CA
Cujo, Stephen King	CA
Curses, Hexes and Spells, Daniel Cohen	MD, MI
Das Kapital, Karl Marx	NY
A Day No Pigs Would Die, Robert Peck	CA
Demons, Devils, and Djinn, Olga Hoyt	KY
Down a Dark Hall, Lois Duncan	OR
Dungeon of Darkness, John Kendell	MI
85 Tests	OR
"Excalibur" (film)	CA
Eye of the Needle, Ken Follett	WA
First Born, Kathleen Brown and Doris Mortman	CA
Flowers for Algernon, Daniel Keyes	FL

For All the Wrong Reasons, John Neufeld	FL
Forever, Judy Blume	ME, WA
Freddy's Book, John Neufeld	MI
Fried Feathers for Thanksgiving, James Stevenson	NM
Go Ask Alice, Anonymous	CA, IA, NY
"The Gnats of Knotty Pine" (story and videotape)	NE
The Goats, Brock Cole	WA
"Gorillas in The Mist" (film)	FL
The Grapes of Wrath, John Steinbeck	CA
"The Great Gatsby" (film)	FL
The Great Gilly Hopkins, Katherine Paterson	CA
"Harlan County" (film)	FL
The Headless Cupid, Zilpha Keatley Snyder	MI
Hitler's Hang-ups, Mina C. and H. Arthur Klein	VA
The Hobbit, J.R.R. Tolkein	AL
The Horror of High Ridge, Julius Goodman	OR
"The House of Blue Leaves," John Guare (play)	CA
House Made of Dawn, N. Scott Momaday	OR
"How the Leopard Got His Spots," Rudyard Kipling (story)	NC
I Am The Cheese, Robert Cormier	CA
I Know I am a Witch	WI
I Know Why the Caged Bird Sings, Maya Angelou	CA (3)
"The Imp in the Basket," Natalie Babbitt (story)	AR
"Impressions" (reading series)	CA (18), ID, WA (2)

"In Quest of the Banjo Man" (play)	FL
In the Night Kitchen, Maurice Sendak	NY
In the Rabbit Garden, Leo Lionni	TX
"The Inner Circle" (play)	FL
Jacob Have I Loved, Katherine Paterson	NJ
Jenny, the Halloween Spy, Lillie Patterson	CA
The Key to Rebecca, Ken Follett	WA
Kids Having Kids, Janet Bode	NY
Killing Mr. Griffin, Lois Duncan	GA
"Ladies Home Journal" (magazine)	WA
The Last Mission, Harry Mazer	OR
The Learning Tree, Gordon Parks	VT
"Let It Rain," David W. Christopher (play)	CO
Life Science (textbook)	PA
A Light in the Attic, Shel Silverstein	IN, OR
The Lion, the Witch and the Wardrobe, C.S. Lewis	CA
"Little Luncheonette of Terrors," Tim Kelly (play)	CA
Little Red Riding Hood, (adapted) Trina Schart Hyman	CA (2)
"The Living Body: Shares in the Future" (videotape)	CO
The Lorax, Dr. Seuss	CA
Mad Scientists, ed. Issac Asimov	MI
The Magic and Meaning of Voodoo, Barbara Christensen	MI
The Magic Book, Willo Davis Roberts	TX
The Magic Cauldron, Margaret O'Connell	MI

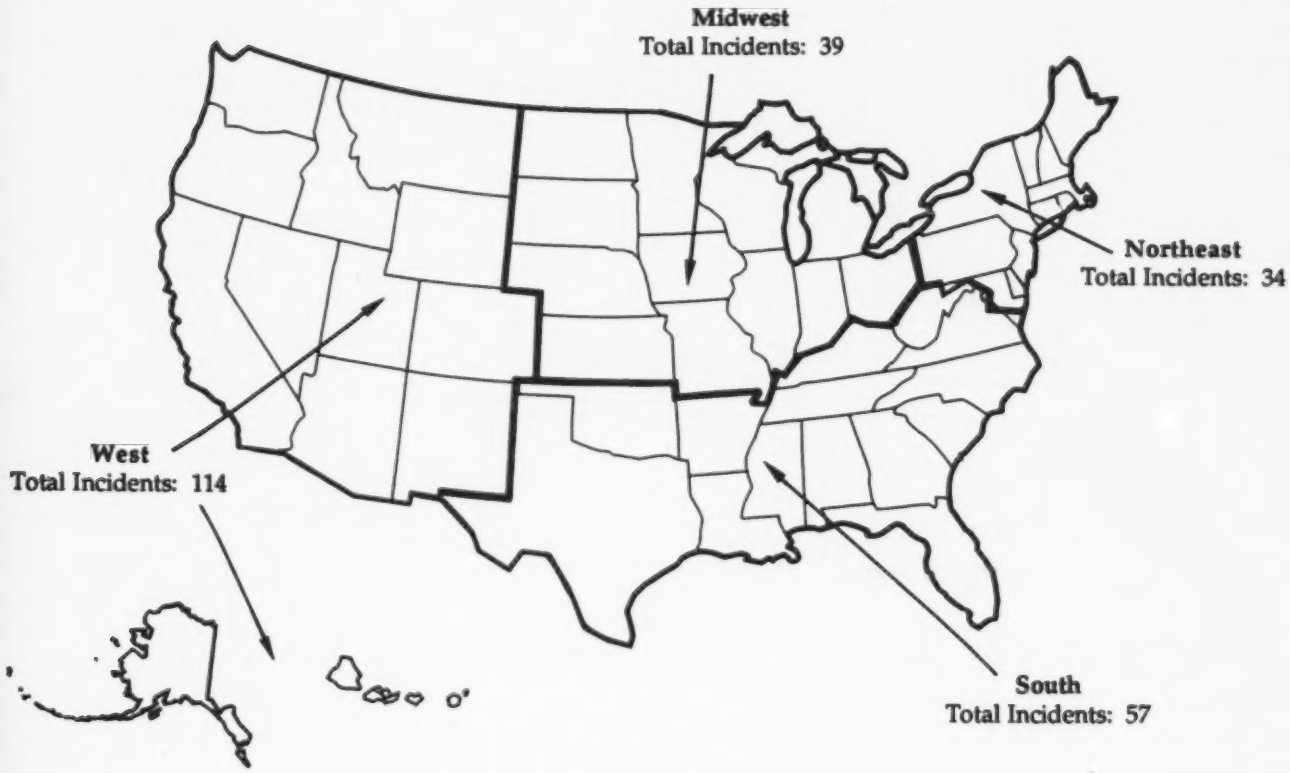
Magic, Words and Numbers, S. Holroyd	FL
My Brother Sam is Dead, by James L. and Christoper Collier	OH
My Sweet Audrina, V.C. Andrews	WA
The Natural, Bernard Malamud	FL
The New Our Bodies, Ourselves, Boston Women's Health Collective	NM
Night, Elie Wiesel	CA
Nightmares: Poems to Trouble Your Sleep, Jack Prelutsky	WA
"No Room at the Inn" (play)	MI
Of Mice and Men, John Steinbeck	AR, CA, FL, MI
"On the Edge: Salmon and Steelhead" (videotape)	CA
On My Honor, Marion Dane Barber	IA
Ordinary People, Judith Guest	CA, MO
Pet Sematary, Stephen King	VT
The Prince of Tides, Pat Conroy	NY
"The Progressive" (magazine)	NY
Ragtime, E.L. Doctorow	CA
Raise Up Off Me, Hampton Hawes	TX
Read About Pollution, Herta Breiter	MI
The Red Pony, John Steinbeck	CA
Revolting Rhymes, Roald Dahl	IA, ME
"Romeo and Juliet" (film)	CA
"Romeo and Juliet," William Shakespeare (play)	CA
Scary Stories to Tell in the Dark, Alvin Schwartz	OR, WA, WV
"Secrets" (play)	CA

"Secrets" (videotape)	CA
Servants of the Devil, Thomas G. Aylesworth	AL, OR
Sex, Drugs, and AIDS	NY
Sex: Telling it Straight, Eric W. Johnson	WA
Sign of the Beaver, Elizabeth G. Spear	CA
Smart Choices, Nancy J. Kolodny	NY
Snow Bound, Harry Mazer	NV
The Stars in Your Life, Amy Shapiro	MI
Stars, Spells, Secrets and Sorcery: A Do-It-Yourself Guide to the Occult, Barbara Haislip	MD
Stotan!, Chris Crutcher	WA
Summer of '42, Herman Raucher	NY
The Teenage Body Book, Charles Wibblesman and Kathy McCoy	AL
Teen Pregnancy	NY
"The Tell-Tale Heart," Edgar Allan Poe (story)	MI
Tex, S.E. Hinton	NC
Then Again, Maybe I Won't, Judy Blume	VT
"Thrasher" (magazine)	WA
To Kill a Mockingbird, Harper Lee	CA
"Tower of Babel" (story)	NY
"Transformation of Myth Through Time," Joseph Campbell (videotape)	CA
Tuck Everlasting, Natalie Babbitt	NC
"Uncommon Women and Others," Wendy Wasserstein (play)	CA
Untitled, e.e. cummings (poem)	MI

The Upstairs Room, Johanna Reiss	CA
"Vasilisa the Beautiful" (story)	AR
The View from the Cherry Tree, Willo Davis Roberts	OR
Visions of the Future: Palm Reading, Elizabeth Hoffman	MI
Wait Till Helen Comes, Mary Downing Hahn	OR
Wart, Son of Toad, Alden R. Carter	CA
Webster's Intermediate Edition Dictionary	NJ
"What's Happening to Me?" (videotape)	KY
What's Happening to My Body? Book for Boys, Lynda Madaras	ME
"Where Are You Going, Where Have You Been," Joyce Carol Oates (story)	PA
"Where Do I Come From?" (videotape)	KY
Where the Sidewalk Ends, Shel Silverstein	CA (2), IL, OK
Where the Wild Things Are, Maurice Sendak	CA
Where's Waldo, Martin Handford	WA
Who Wrote the Bible?, R. Friedman	NY
Witch Herself, Phyllis Reynolds Naylor	TX
The Witch of Blackbird Pond, Elizabeth Spear	CA
The Witch's Handbook, Malcolm Bird	WA
The Witches, Roald Dahl	IA, MT
The Witches of Worm, Zilpha Keatley Snyder	MI
Witch's Sister, Phyllis Reynolds Naylor	TX
Witch's Water, Phyllis Reynolds Naylor	TX
The Wizard in the Tree, Lloyd Alexander	WI

A Wrinkle in Time, Madeleine L'Engle	OR
"Young Goodman Brown," Nathaniel Hawthorne (story)	CA
Zork: The Malifestro Quest, S. Eric Meretzky	MI

APPENDIX B:
ATTACKS ON THE FREEDOM TO LEARN
REGIONAL BREAKDOWN
1989-1990



Northeast: CT, DC, DE, ME, MA, NH, NJ, NY, PA, RI, VT
South: AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV
Midwest: IL, IA, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI
West: AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA,WY

TOTAL: 244

APPENDIX C:
MOST FREQUENTLY CHALLENGED BOOKS
1982-1990

Of Mice and Men, John Steinbeck

The Catcher in the Rye, J.D. Salinger

The Chocolate War, Robert Cormier

Go Ask Alice, Anonymous

The Adventures of Huckleberry Finn, Mark Twain

A Light in the Attic, Shel Silverstein

Forever, Judy Blume

Then Again, Maybe I Won't, Judy Blume

I Know Why the Caged Bird Sings, Maya Angelou

The Color Purple, Alice Walker

APPENDIX D:
SAMPLES OF FAR RIGHT ORGANIZING MATERIALS

The following are excerpts from materials used by Far Right organizations in their ongoing campaign against the "Impressions" reading series. "Impressions" is a K-6 literature-based reading series published by Holt, Rinehart and Winston (now owned by Harcourt, Brace Jovanovich). Produced in Canada, the series is in use mostly in the western United States, but it is marketed nationally and approved for use by school districts in Florida. The series contains stories, poems and literary excerpts, including pieces by Martin Luther King, Jr., C.S. Lewis and Laura Ingalls Wilder.

"Impressions" has been highly praised by educators and students, but has come under attack in communities in California, Washington, Oregon and Idaho. For more on the "Impressions" controversy, see page 4.

APPENDIX D

CHRISTIAN EDUCATORS ASSOCIATION INTERNATIONAL

Serving our nation's youth through Christian teachers in public and private schools, since 1953

BOARD OF REFERENCE

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President, Multnomah Bible College

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Mrs. Ken Seigraves
Creation Science Research Center

Mr. Sam Wolgemuth
President Emeritus
Youth for Christ

P.O. Box 50025
Pasadena, California 91105
818/798-1124

January 5, 1990

Dear

Enclosed are materials that will assist you in understanding the concerns with the Impression Reading and Language Arts Curriculum.

Many parents have reviewed this curriculum and have concluded that much of the content is objectionable and is psychologically damaging to their children's growth. You will find as you review the children's textbooks, teacher guides, transparencies, audio cassettes, and Teacher Anthology that this literature series does not communicate our community or national values.

> A Child Psychologist has stated, "There are many specific references to material that is potentially disturbing to children. (i.e. threat of loss, physical injury, cruelty to animals, kidnapping, nightmares) and illustrations which depict these scary and anxiety-producing images."

Please feel free to call CEAI (818-798-1124) for updates and **The How To's** in developing a strategy for your community. Two districts in the state of California have sent the books back to the publisher and have decided to sue the company for fraud. In several other districts student textbooks have been removed from the classroom while parents and the school district review the series.

This is a winnable war but you must be willing to work over a two to three month period. We are willing to assist in any way that we can--information, strategy, speaking to your parents and/or your Board. In the final analysis you must be willing to **pray** and to **work** with a host of others to ensure quality education.

May I suggest you form a loose parents organization (i.e. Parents for Quality Education)? Begin by reading through the "How to Guide for Better Books" enclosed. **Don't hesitate to call.**

Warmly in Christ,

Forrest L. Turpen

Forrest L. Turpen
Executive Director

FLT:ib

More material available if & when needed.

APPENDIX D

YOUR CHURCH CAN HAVE A "SALT AND LIGHT" INFLUENCE IN PUBLIC SCHOOLS

"Few things in our nation are more important than restoring our public school system to a spiritual base and moral sanity. CEA is an excellent organization which is working hard to accomplish just that."

Dr. D. James Kennedy
Coral Ridge Presbyterian Church
Fort Lauderdale, Florida

WHAT IS CHRISTIAN EDUCATORS ASSOCIATION INTERNATIONAL?

CEAI was founded in 1953 by Mr. Ben Weiss and Dr. Clyde Narramore as a networking organization whose primary objective is to mobilize Christian educators and parents and equip them to have an indelible influence in the lives of children in public schools.

PURPOSE:

- To help the Church fulfill its mandate to be "salt and light" within the educational marketplace.
- To mobilize Christian educators, parents and pastors to influence public schools in ways that are legal, professional, and appropriate.
- To provide a positive impact upon education by encouraging, in practical ways, the teaching of morality and ethics, and the appropriate teaching about religion in the public schools.
- To encourage Christian teachers to be "tentmakers" in the public schools and enlist enabling support from their local church.

CHRISTIAN EDUCATORS ASSOCIATION INTERNATIONAL

500,000 CHRISTIAN TEACHERS

90% OF OUR CHILDREN IN PUBLIC SCHOOLS!

"I believe that the Christian Educators Association International represents a very strategic move to restore our educational system to its basic biblical worldview concepts."

Dr. Bill Bright
Campus Crusade for Christ

"The philospophy of the classroom in this generation will be the philosophy of government in the next generation."

-Abraham Lincoln-

MISSION STATEMENT

Christian Educators Association International is dedicated to encouraging and enabling Christians serving professionally in public and private education by:

1) Inspiring Christian educators to see the significant role they can play in the moral and spiritual development of our youth.
2) Providing creative ideas, practical training, and legal perspective to help teachers have a significant Christian influence on their students.
3) Providing a forum where Christian educators can discuss issues, seek solutions and plan appropriate action.
4) Providing opportunities for Christian fellowship.
5) Encouraging and assisting Christian educators to move into positions of expanded leadership.
6) Inspiring Christian students to enter professions within the field of education.
7) Encouraging within the educational system the accurate presentation of historical Judeo-Christian influences on society.

APPENDIX D

THE PROFESSIONALS SPEAK OUT

LAW ENFORCEMENT

Tony Pearsall, Police Sergeant from the Vallejo Police Department, Youth Services and Occult Research: ". . .there are themes clearly woven throughout the entire curriculum which could be defined as having occult overtones.

The Impression Series appears to promote New Age and witchcraft religious philosophy. Teachers are instructed to divide the class into small groups and have the students write spells and cast them, read and write chants and chant them; light candles in the classroom. It crosses the line from simply "exposing" to actually "propagating" a religion.

The concern is also in regards to the emphasis that is placed on selections that are scary, violent, abusive, and depressing when we deal with children coming from families that already exhibit these qualities."

Greg Doyle, Officer with the Upland Police Department. Officer Doyle works with the Upland School District counseling troubled kids: "The problem I see with the Impression Series books is that they dwell in the area of fantasy rather than reality. School children at that age level do not have the ability to discern between fact and fiction. Compounding the problem is the method of teaching that the Impressions teacher's manuals encourage. This method tends to reinforce the fantasy and so intensifies the difficulty for the child to ascertain reality. Children will tend to pick up on the unreality and incorporate it into the way they deal with life."

Thomas C. Jensen, Police Officer in San Jose: ". . . researched and investigated the occult since 1985. . . . interviewed over two hundred teenagers involved in or dabbling in the occult. . . . spoken on local and national television and lectured around the San Francisco Bay Area on "Teenagers and The Occult."

. . . the Impression series is a breeding ground for the occult, involving ritual activity such as chants, spells, lighting candles in a circle and fortune telling. This activity is all consistent with witchcraft or the Wicca religion.

. . . On page 55 of 2nd grade teacher anthology, it reads in part, "Where ever there is hunger and sickness it is because the spirits of the dead are unhappy." This thinking is common in the occult . . . In the 4th grade teacher's anthology, it talks about school as a punishment and that parents want to punish their children. This kind of negative thinking has the potential of sowing discord in families.

. . . I have found that among teenage involvement in the occult, there is an early phase that displays high levels of stress, anxiety, fear, feelings of inadequacy, alienation, anger, and ultimately building to fits of rage and revenge. The "Impression Series" will tend to promote this kind of behavior even at a much younger and more impressionable age!"

Randy Cerny, President and Co-Founder of Central Valley Consultants, Inc. and Deputy Sheriff of Stanislaus County with extensive investigative experience working with gangs and ritual crimes, Instructor and consultant for various local, state and federal agencies: . . . I am particularly concerned with the Over the Mountain book and especially the "A Wart Snake in a Fig Tree."

"This story is very symbolic in an occultic sense.

1. Story title and accompanying illustration on page 196.
2. Presence of the rat/mouse in all twelve illustrations.
3. Graphic illustration of "suicide theme" on page 198.
4. The four raven wings on page 199.
5. The "six shadows lurking" and the frightened child depicted on page 201.
6. The seven ghouls on page 202 and again the inverted "Cross of Nero" as a window frame.
7. The "galloping nine nightmares" on page 204.
8. The boiling lizards on page 206."

PSYCHOLOGISTS AND COUNSELORS

Linda Rawson, Child Abuse Specialist for Yucaipa Joint Unified School District and 17 other School Districts: ". . .As I read the books, grades one through six consecutively, I found that the contents tend to erode at parental authority and respect. Building on that parental disrespect there is also the implication that even teachers and schools are stupid and boring and certainly not relevant. The most frightening thing to me is the thought implied that there is no one in this world you can trust. The stories

APPENDIX D

DO YOU KNOW WHAT YOUR CHIIDREN ARE READING IN SCHOOL?

CHILD VICTIMIZATION

CHILD KIDNAPPING

- PRINCE SLASHED TO PIECES BY KNIVES AND RAZORS
- IVY MAN WITH AX DEMANDING CHRISTMAS BLOOD SACRIFICE
- LITTLE GIRL KIDNAPPED, HELD PRISIONER IN DRUM, FORCED TO SING OR BE BEATEN.
- PERSON DISMEMBERED WHILE CHILDREN CRY FOR "MORE, MORE, MORE."
- MAN TOLD TO BRING BACK HEARTS OF HIS MOTHER AND SISTER SO HE CAN BECOME GREAT WITCH

These are summaries of a few of the many stories that our children, K-6th grade, are exposed to from the "IMPRESSIONS" reading series, Hayward Unified's current reading curriculum.

HOW WILL THESE DARK THEMES EFFECT YOUR CHILD'S SENCE OF SECURITY IN THIS TROUBLED WORLD?

The Impressions reading curriculum has met with trouble in School Districts all over the state of California, most recently in Castro Valley. The Castro Valley School District choose another Curriculum without the violence of the "Impressions" series.

For more infomation, or to help call:

782-3680 887-7559